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ABSTRACT

Produced as part of the Statewide Assessment of Educational Needs (SWAN) intended to study statewide educational needs as they relate to the mission of the Wisconsin Department of Public Instruction (DPI), this technical report presents the methods and findings of the administrator survey. The administrator survey was done to examine the importance and adequacy of Wisconsin DPI services and activities as perceived by local district administrators, school board presidents, elementary and secondary principals, and the coordinators of Wisconsin's 19 cooperative educational service agencies. School board presidents and administrators from 190 of Wisconsin's 436 school districts were surveyed. The areas on which opinions were sought were DPI general education services, services for the educationally disadvantaged, services for the handicapped, state financial aid, services for local administration and food service, and DPI technical support services. Respondents were also asked to indicate the two most important DPI activities in each of six general service areas. In general, the ratings show that service activities of a general nature are judged important and used by many districts. Tables are used extensively to present the results of the questionnaire, which is also included. (Author/IRT)

THE IMPORTANCE, USAGE AND QUALITY OF WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION SERVICES, AS RATED BY LOCAL SCHOOL DISTRICT ADMINISTRATORS, SECONDARY AND ELEMENTARY PRINCIPALS, SCHOOL BOARD PRESIDENTS, AND COOPERATIVE EDUCATIONAL SERVICE AGENCY COORDINATORS

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Report No. 2 in the series of technical reports about the Statewide Assessment of Educational Needs (SWAN) Study

Survey Conducted by the Wisconsin Survey Research Laboratory

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BACKGROUND

During the fall of 1976 the Wisconsin Department of Public Instruction (DPI) initiated a statewide study of educational needs as they related to the mission of the DPI. The study was developed for several purposes:

a) To provide information to the State Superintendent to formulate policies, select priorities, and allocate fiscal resources in state and federal program areas.

b) To gather information regarding the level of satisfaction local school districts and regional Cooperative Educational Service Agencies (CESA) have with the DPI activities and services provided to them.

c) To identify new or unmet needs at the local or CESA level which the department might serve.

d) To provide information to help DPI, CESA and local district staff establish priorities, write federal proposals and initiate new programs.

This study acquired the title Statewide Assessment of Educational Needs with the acronym SWAN.

The only general statewide assessment of educational needs done in Wisconsin prior to the SWAN study was conducted in 1969.[1] That study asked various respondents the same questions about educational needs in the following areas: major subject-matter fields, level of education, vocational-technical

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[1] James M. Lipham, Russell T. Gregg, Donald N. McIsaac and Richard G. Morrow, Wisconsin Educational Needs Assessment Study (Madison: Wisconsin Department of Public Instruction, 1969).

programs, teacher personnel, administrative services, pupil services, budget allocations, instructional approaches, educational programs and inservice education. A sample of 40 districts was used in the 1969 study, and selected citizens, educators and students were the respondents.

The 1969 study was not sufficient to be the basis for the State Superintendent's decisions in 1977 and the years following for several reasons. Most importantly, it had been designed to be used by the DPI's ESEA Title III program staff for identifying educational needs statewide which would be given special priority via Title III project grants. Consequently, it really did not provide information relevant to the purposes (a-d) listed above.

It also became apparent that a number of the procedures used in the 1969 study would not be satisfactory in the current SWAN study. Fortunately, it was possible to confer with the senior author of the 1969 study and get his "hind-sight" reflections and suggestions regarding changes in methodology.

There were quite a number of procedural differences between the 1969 study and the SWAN study. The most noteworthy are as follows:

1) The 1969 study covered only 40 districts, while the SWAN study involved sending two written surveys to educators in 190 school districts and also included a statewide sample of adults in a telephone survey.

2. The 1969 study required all respondent groups (educators, students and selected citizens) to deal with the same set

of 100 items, while the SWAN study posed different items to each of three respondent groups sampled (administrators, teachers and citizens).

3) The 1969 study did not concern itself with the needs of district administrators and CESA coordinators as related to the services provided by the DPI, whereas the SWAN study did.

4) The 1969 study involved face-to-face interviews with respondents, which yielded an overall response rate of about 98 percent. However, the procedure was too expensive to be used in the SWAN study.

Instead of one large component used in the 1969 study, the SWAN study included four independent but complementary components which will be outlined at this point. Each of the first two components will be treated in a technical report. The third component will be covered in three technical reports: one for each survey. The present report is one of these last mentioned technical reports dealing with the surveys conducted as part of the third component.

The first component was an analysis of 47 previously conducted local district needs studies in which DPI consultants had been involved. The reports from these districts were analyzed, and a sample of the planners and participants in each of the districts was sent a follow-up questionnaire to determine what effect their needs study had, what approaches yielded the best results, etc.

The second SWAN component gathered and summarized descriptions of statewide needs assessment activities that had been conducted by other state educational agencies (SEA) in the midwest. Written reports from these SEAs were obtained and analyzed, and selective follow-up phone interviews were conducted to gather or clarify information. The primary intent of this component was to provide information comparable to the Wisconsin experience for use by other evaluators in planning any future efforts. Some procedures and instruments which were described in those written reports were also adapted for use in the SWAN study.

The third component was the major thrust of the SWAN study. This component was a package of three separate statewide surveys of educational needs and issues in Wisconsin. These surveys were individually designed for different respondent groups and had virtually no common elements or items. All three were administered by the Wisconsin Survey Research Laboratory (WSRL), University of Wisconsin-Extension. The surveys were as follows:

a) Citizen Survey. This was a telephone survey of public opinion on the relative importance of various Wisconsin DPI responsibilities, selected educational issues, the acceptability of various methods local districts might use to reduce operating costs, and the importance and relative emphasis schools should place on various educational goals.

b) Teacher Survey. This was a written survey of elementary and secondary teachers to determine their needs for various supportive services usually provided by local school districts such as administrative services, facilities, materials

and supplies, personnel and related services, and technical and support services.

c) Administrator Survey. This was a written survey to examine the importance and adequacy of Wisconsin DPI services and activities as perceived by local district administrators, school board presidents, elementary and secondary principals, and the coordinators of Wisconsin's nineteen Cooperative Educational Service Agencies (CESA). (This survey is the subject of the present technical report.)

The fourth component was an evaluation or management analysis of DPI's functioning by a private management consulting firm. Data from the surveys of the third SWAN component were used by this firm as part of its study, which analyzed and described the balance between the responsibilities imposed on the DPI at both the state and federal levels by legislative enactments, local district service needs, and the programmatic services and activities currently being carried out by the DPI. The purpose of this component was to provide top-level DPI administrators with answers to such questions as "Is the DPI meeting its program requirements as determined by lawful mandates and local needs?" and "What are the areas of compliance, noncompliance, duplication, overlap, conflicting requirements, etc.?"

The methods and findings of the administrator surveys, which were a part of the third SWAN component, are presented in this report. The general procedures employed are described, followed by a presentation of the findings from each of the five groups which responded to the survey. The complete item-by-item listing of the responses of each respondent group are presented in Appendix A, the verbatim responses of each group to the open-ended questions

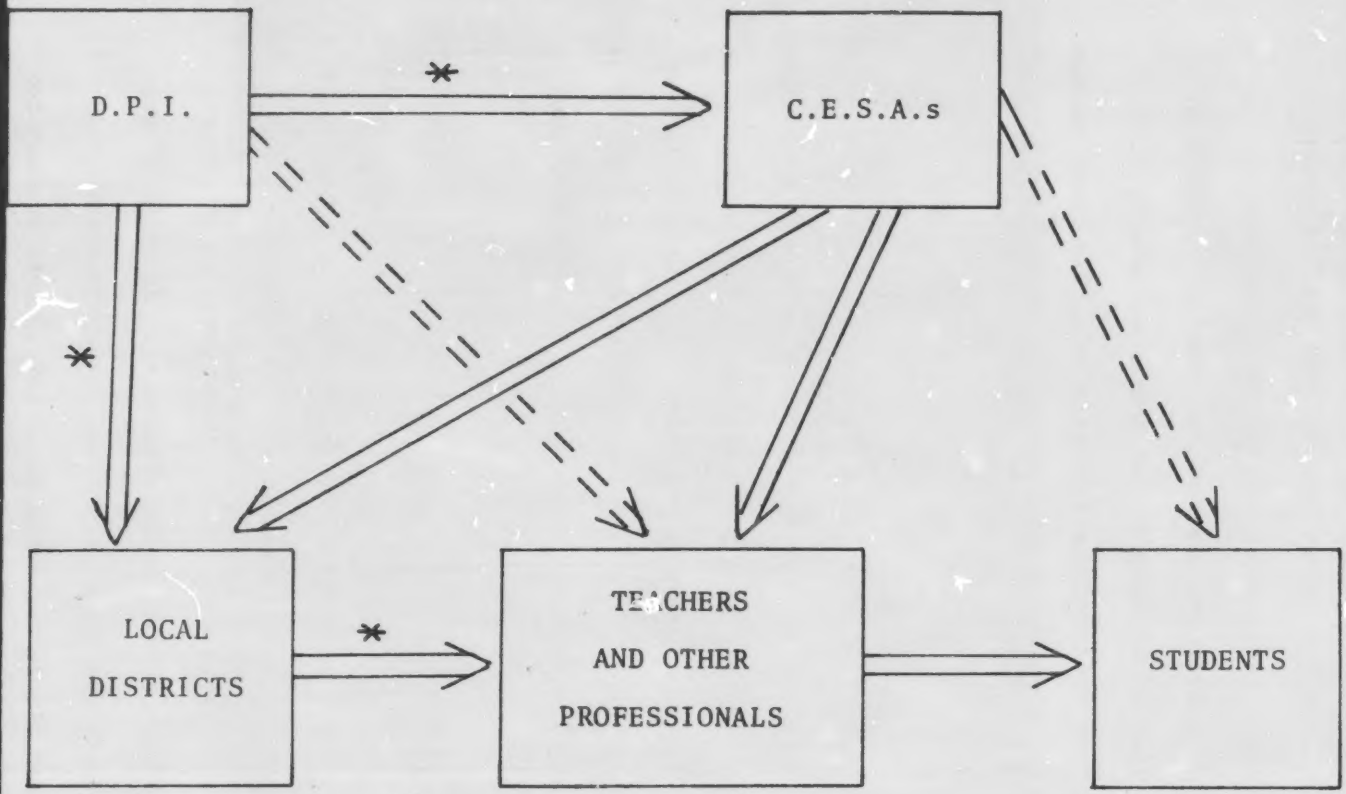
are in Appendices B through F, and a photo-reduced copy of the actual questionnaire used in these surveys is shown in Appendix G.

PROCEDURES

The questionnaire development and sampling methods were based upon a conceptual model of the relationship of the DPI to the CESAs, local school districts, teachers, and ultimately students. This conceptual model is presented first, followed by a description of the sampling procedures and the questionnaire itself. Because the development of the teacher survey sampling techniques was inextricably related to the development of the methodology for the administrator survey, some reference to the teacher survey is made in this section. This present technical report does not discuss the methods and findings of the teacher survey, as they are adequately discussed in a separate technical report.

Conceptual Model for Teacher and Administrator Surveys

As seen from the state level, the educational system can be envisioned conceptually as a delivery system. Figure 1 displays the features of this delivery system which are important to the sampling and questionnaire design for the two surveys. The students are considered to be the recipients of the services and activities of teachers and other professionals. The arrow between the teachers and the students indicates this delivery linkage. Note that the students, in a smaller way, are also the recipients of services and activities from the regional Cooperative Educational Service Agency (CESA).



* = Examined in SWAN Surveys

Figure 1: DELIVERY-SYSTEM MODEL OF THE EDUCATIONAL SYSTEM

In order that they can provide these education-related activities, teachers and other professionals must receive various resources and support from the local school district. Physical facilities, materials, appropriate schedules, administrative support, etc., are all things the teachers need to function properly. The delivery of these necessary resources by the district to the teachers was the link in the delivery system that was examined in the SWAN teacher survey. Note also that to a lesser degree there are some services provided to the teachers by the CESA and the Wisconsin DPI. The links between the DPI and the teachers and between the CESAs and the teachers were not examined.

Backing up one step further in this delivery-system model, it can be seen that the local school districts receive services from the CESA and the Wisconsin DPI. These include state and federal funds, consultants in subject-matter areas, administrative and fiscal consulting, enforcement of state and federal laws, etc. CESAs also receive direct services and activities from the Wisconsin DPI. These two direct linkages with the DPI were examined in the SWAN administrator surveys.

Sampling

The sampling plan required the selection of 190 of the 436 school districts in Wisconsin. The sampling of districts was complicated by the fact that, in Wisconsin, student enrollments range from 109,151 (Milwaukee) to 66 (Norris Foundation, with 12 elementary and 54 secondary students). In fact, 29 percent of the districts have enrollments of less than 1,000. To assure the inclusion of the five largest districts, since their enrollments account for about 23 percent of all Wisconsin public school students, these five districts were taken as an intact stratum without sampling. For sampling purposes, the

remaining 431 districts were stratified on the basis of enrollment, and approximately three were sampled from each of 61 strata, resulting in the selection of 185 districts. (This was done only to insure proper representation of districts of all sizes. No analyses were performed on the basis of this stratification.) A map showing the location of the districts sampled is in Appendix A.

For all 190 districts selected in this way, the school board president and the district administrator were sent an administrator survey. However, the sampling processes for principals and teachers in the five largest districts were different from the corresponding sampling in the 185 districts of smaller enrollments. Within each of the five largest districts, a number of elementary and secondary schools, proportional to the total number of such schools in the district, were selected by a random process.* For each of the 185 smaller districts, only one elementary and one secondary school were selected at random.

For each of the elementary and secondary schools thus identified, an administrator survey was sent to the building principal and teacher surveys were sent to two teachers who had been randomly selected from that school building's fall 1976 personnel roster.

For samples of these sizes, drawn in this manner, the precision (if everyone responded) is such that 95 percent of the time projections of sample percentages to the various populations will have the following limits:

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*(Junior high and middle schools were both classified as Secondary for this study.)

district administrators and school board presidents + 5.6 percent, elementary principals ± 6.1 percent, and secondary principals ± 5.2 percent. For example, if we found that 40 percent of the district administrators sampled reported that an item was of very high importance, we could be 95 percent sure that the corresponding percentage for all district administrators in the state was 40 percent give or take 5.6 percent (in other words, between 34.4 and 45.6 percent).

An administrator questionnaire was also sent to each of the coordinators of each of Wisconsin's 19 regional Cooperative Educational Service Agencies with directions that they respond to it from an overall CESA viewpoint. The areas served by each of these CESAs is shown in Appendix B.

The sampling, mailing and followups were done by the Wisconsin Survey Research Laboratory, University of Wisconsin--Extension, during April and May, 1977. The return rates, after two followups, were: district administrators 82 percent, secondary principals 79 percent, elementary principals 75 percent, school board presidents 42 percent, and CESA coordinators 95 percent.

Questionnaire Design

The administrator survey was designed to examine the importance and the quality of delivery of various Wisconsin DPI services and activities. The services and activities had been identified by examining mission statements for the various divisions within the DPI, the DPI budget (which lists programs and goals), and by interviewing selected personnel within the DPI. The resulting survey items were grouped by the six major DPI program areas in the budget: General Educational Services, Services for the Educationally Disadvantaged, Services for the Handicapped, State Financial Aids, Services for LEA

Administration and Food Service, and Technical Support Services to Districts.

For each item describing a service or activity, the respondent rated his/her perception of its importance on a five-point scale, and indicated whether or not his/her district had received that service/activity in the past two years. If, and only if, they had received that service/activity, the respondent rated, on a five-point scale, how well it had been performed.

A photo-reduced copy of the first page of the questionnaire is shown in Figure 2. A photo-reduced copy of the entire questionnaire is included in Appendix C.

FINDINGS

The major purpose of this set of surveys was to provide information for internal use within the DPI. It was anticipated that administrative personnel within DPI would find it useful to know the perceived importance of some of the activities in their administrative unit, along with the amount of usage across the state and the perceived quality of service as judged by the recipients. It was also intended that these data would be of use to the private consulting firm that did the internal management study of the DPI.

The data were summarized for each general section of the questionnaire as follows. The percent of each of the respondent groups rating each service or activity as of "high" or "very high" Importance was determined. These data were placed in separate tables for each respondent group, and the activities/services were ranked on these percentages. The percent of respondents reporting that their district had received this service in the past two years, and the

STATEWIDE ASSESSMENT OF EDUCATIONAL NEEDS

Directions:

All services and activities listed are currently provided by the Wisconsin Department of Public Instruction (DPI). If you are uncertain about an activity or whether it was received by your district, leave the item blank.

GENERAL EDUCATIONAL SERVICES	How IMPORTANT is this DPI activity? Circle the appropriate number. LEVEL OF IMPORTANCE					If your district received this service within the PAST 2 YEARS, circle YES and rate QUALITY. Otherwise, circle NO and do not rate QUALITY.						
	Very Low	Low	Med.	High	Very High	RECEIVED IN PAST 2 YEARS?	Very Poor	Poor	Fair	Good	Very Good	QUALITY OF ACTIVITY
1. Provide information in various curriculum areas on instructional methods, new developments, instructional materials, standards of competency, etc.	1	2	3	4	5	YES NO	1	2	3	4	5	
2. Provide consultant services on general instructional topics, such as classroom organization, scheduling, and discipline.	1	2	3	4	5	YES NO	1	2	3	4	5	
3. Provide assistance in choosing educational objectives and translating educational objectives into learning activities.	1	2	3	4	5	YES NO	1	2	3	4	5	
4. Monitor district compliance with the 13 standards.	1	2	3	4	5	YES NO	1	2	3	4	5	
5. Assist districts in developing programs and/or services which meet the spirit and intent of the 13 standards.	1	2	3	4	5	YES NO	1	2	3	4	5	
6. Provide consultation on pupil services (i.e. counseling and guidance, health, nursing, psychology, social work, etc.).	1	2	3	4	5	YES NO	1	2	3	4	5	
7. Provide information and inservice training to districts on career education, vocational education, and manpower development.	1	2	3	4	5	YES NO	1	2	3	4	5	
8. Provide leadership and assistance to schools in organizing and developing programs on career education, vocational education, and manpower development.	1	2	3	4	5	YES NO	1	2	3	4	5	

Figure 2: FIRST PAGE OF ADMINISTRATOR QUESTIONNAIRE

percent rating the service Quality as "good" or "very good" were also placed on this same table. (It should be noted that the base for the percentage for Quality ratings, as shown in the tables, is only those respondents who reported their district had received the service/activity in the past two years.) The services/activities were also ranked on the basis of these Quality percentages.

District Administrators and Principals

Particular credence was placed in the information from the district administrators, and secondary and elementary principals, because they are close to the day-to-day details of school operation, and because of the high percent returning questionnaires. (The return rates were 82 percent, 79 percent and 75 percent respectively.) For the convenience of the reader the responses of these three groups are presented together in the following tables.

An analysis of the correlations among the Importance ratings of these three respondent groups indicated a high degree of similarity in their views. For example, the rank order correlation between the district administrators and secondary principals was 0.83 on the Importance ratings in the area of DPI General Educational Services. The correlations in this same area between district administrators and elementary principals was 0.63, and 0.62 between elementary and secondary principals. For several of the general service areas, the corresponding correlations were higher than these.

Table 1 presents the responses of the district administrators, and the secondary and elementary principals to the activities/services in the area of DPI General Educational Services. The items are arranged by overall Importance, averaged across the three groups.

TABLE 1

DPI GENERAL EDUCATIONAL SERVICES
As Rated by District Administrators, Secondary and Elementary Principals

GENERAL EDUCATIONAL SERVICES	RESPONSE GROUP	IMPORTANCE % Rating High or Very High	IMPORTANCE Rank	PERCENT SERVED	QUALITY % Rating Good or Very Good*	QUALITY Rank
Provide information in various curriculum areas on instructional methods, new developments, instructional materials, standards of competency, etc.	DIST. A.	80%	1	80%	79%*	2½
	SEC. PR.	79	1½	80	69	8
	EL. PR.	63	2	62	76	4
Consult with districts on questions and problems related to the certification of teachers.	DIST. A.	70	2	83	76	5½
	SEC. PR.	79	1½	75	75	3
	EL. PR.	59	3	43	70	9½
Assist districts in developing programs and/or services which meet the spirit and intent of the 13 standards.	DIST. A.	60	5	53	64	15½
	SEC. PR.	64	3	51	68	9
	EL. PR.	66	1	44	51	18
Administer Title IV-B ESEA funding.	DIST. A.	69	3	78	79	2½
	SEC. PR.	57	6½	52	77	2
	EL. PR.	49	8	50	82	2
Provide leadership and assistance in organizing and developing library media programs and related preservice and inservice education programs.	DIST. A.	57	6	44	78	4
	SEC. PR.	56	8	37	73	4½
	EL. PR.	53	5	29	86	1
Provide consultation on pupil services (i.e. counseling and guidance, health, nursing, psychology, social work, etc.).	DIST. A.	54	8½	49	72	10½
	SEC. PR.	54	9½	39	62	13½
	EL. PR.	55	4	39	72	6½
Administer Title IV-C ESEA funding.	DIST. A.	61	4	51	64	15½
	SEC. PR.	54	9½	43	60	15
	EL. PR.	46	9	40	67	13
Provide leadership and assistance to schools in organizing and developing programs on career education, vocational education, and manpower development.	DIST. A.	54	8½	46	76	5½
	SEC. PR.	60	5	35	58	17
	EL. PR.	45	10	19	69	11
Audit school district records of professional personnel to verify proper certification for assignment.	DIST. A.	49	11	78	75	7½
	SEC. PR.	63	4	68	82	1
	EL. PR.	41	13	33	78	3

*Percent based on those receiving service.

TABLE 1 (Continued)

DPI GENERAL EDUCATIONAL SERVICES
As Rated by District Administrators, Secondary and Elementary Principals

GENERAL EDUCATIONAL SERVICES (Cont.)	RESPONSE GROUP	IMPORTANCE % Rating High or Very High	IMPORTANCE Rank	PERCENT SERVED	QUALITY % Rating Good or Very Good*	QUALITY Rank
Provide information and inservice training to districts on career education, vocational education, and manpower development.	DIST. A.	56%	7	49%	72%*	10 ½
	SEC. PR.	57	6½	42	72	6½
	EL. PR.	34	16½	25	57	16
Monitor district compliance with the 13 standards.	DIST. A.	40	15½	53	75	7½
	SEC. PR.	51	11	68	72	6½
	EL. PR.	52	6	61	71	8
Provide assistance in choosing educational objectives and translating educational objectives into learning activities.	DIST. A.	52	10	27	93	1
	SEC. PR.	49	12	23	73	4½
	EL. PR.	44	11	17	75	5
Assist local school districts in developing inservice education strategies or models.	DIST. A.	45	13	23	65	13½
	SEC. PR.	46	13	16	62	13½
	EL. PR.	51	7	21	65	14
Provide information on how to comply with laws prohibiting discrimination on the basis of sex.	DIST. A.	41	14	56	66	12
	SEC. PR.	45	14½	41	59	16
	EL. PR.	39	14	35	60	15
Provide consultant services on general instructional topics, such as classroom organization, scheduling, and discipline.	DIST. A.	48	12	25	74	9
	SEC. PR.	44	16	19	67	10
	EL. PR.	34	16½	27	55	17
Provide library services, including the distribution of publications, articles, and media presentations to schools.	DIST. A.	40	15½	39	65	13½
	SEC. PR.	33	17½	25	64	11½
	EL. PR.	43	12	30	72	6½
Provide consultation on the development of alternative education and high school equivalency programs.	DIST. A.	37	17	10	61	18
	SEC. PR.	45	14½	11	64	11½
	EL. PR.	33	18	6	70	9½
Provide inservice training to school personnel regarding the use of educational TV.	DIST. A.	27	18	13	63	17
	SEC. PR.	33	17½	13	56	18
	EL. PR.	35	15	15	68	12

		YES	NO	NOT ASCERT.
Does the DPI have adequate staff to carry out activities in this area of GENERAL EDUCATIONAL SERVICES?	DIST. A.	65%	27%	8%
	SEC. PR.	61	22	17
	EL. PR.	55	22	23

*Percent based on those receiving service.

Data on Table 1 are interpreted as follows. Overall, the top ranked item on Importance was "provide information in various curriculum areas on instructional methods, new developments, instructional materials, standards of competence, etc." Eighty percent of the district administrators rated the Importance of this activity/service as "high" or "very high", and this caused the item to rank first among the 18 using the district administrator ratings. The secondary principals rated both this item and the one below it as having the same Importance: 79 percent rated each item as of "high" or "very high" Importance. This caused the first two items to be tied in rank for the secondary principals; thus both are assigned the average of the two possible ranks, which is 1 1/2. The elementary principals' ratings for this first item were a little different, 63 percent rated its Importance as "high" or "very high", giving it a rank of second in Importance for that respondent group.

The Percent Served figures can be interpreted directly. Eighty percent of the district administrators reported their district had received this particular activity/service (provide information in various curriculum areas on instructional methods, etc.) within the past two years.

The Quality rating is based only on the responses of those reporting they received that service within the past two years. Thus, 79 percent of the district administrators who had been provided "information in various curriculum areas on instructional methods, etc." reported the Quality of this service as "good" or "very good". Among the 18 activities/services ranked on Quality ratings by administrators, this one tied with another for second or third rank, so both received the rank of 2 1/2.

It should be pointed out that in Table 1 and all subsequent tables, blanks or no responses are included in the base on which percentages are calculated. In general, for the three groups dealt with here, district administrators had the fewest blanks on any items, and elementary principals the most. The typical percent of blanks (labeled "Not Ascertained" in Appendix D) was as follows for the three respondent groups: district administrators 7 percent, secondary principals 18 percent, and elementary principals 27 percent. (The reader is referred to Appendix D for a more detailed presentation of the responses of all the respondent groups to all of the items.) The non-responses reduce the percent of responses in all other categories. The effects of this pattern of non-responses are reflected in the Importance ratings for the three groups: typically, the percentage of district administrators rating an activity/service high or very high is greater than that for the secondary principals, which in turn, was higher than that for the elementary principals.

Some of the patterns apparent in Table 1 are as follows. Typically, the percent of district administrators rating activities/services as being of high or very high Importance is higher than the other two groups. This makes it hazardous to compare the percentages across groups directly. It is more instructive to look at the relative rankings of the various activities/services. There is a general similarity in the Importance rankings of the three respondent groups; the few discrepancies in ranking seem to reflect the different pressures associated with the level at which the respondents work. For example, secondary principals consider the activity "audit school district records of professional personnel to verify proper certification for assignment" among the top four in Importance, whereas both district administrators and elementary principals assign much less Importance to that activity.

Many of the activities/services in Table 1 are of a direct service nature to local districts, and this is reflected in the Importance ratings, which are higher than the typical ratings for items in four of the five other sections of the questionnaire. Ten of the 18 activities/services were rated as of high or very high Importance by a majority of the district administrators, and five of the 18 were so rated by a majority of all three respondent groups.

Turning our attention to the Percent Served column, it appears that 8 of the 18 activities/services were received in over half of the school districts within the past two years. There may be some discrepancy between reported and actual percent of service due to the respondent's unfamiliarity with all DPI contacts in his/her district. Thus, the percent reported may be an underestimate in some of the areas such as library services, career and vocational education, and pupil services, in which the DPI personnel often work directly with the appropriate school personnel without routinely involving the principal or district administrator. The percentage served figure in Table 1 is definitely low for ESEA Title IV-B; 78 percent of the district administrators reported receiving this service, whereas Title IV-B records show that 88 percent of the districts participated in fiscal year 1976. It should also be noted that in general, fewer elementary principals reported that their district had received a particular activity/service than did secondary principals, who in turn reported fewer activities/services than did district administrators. One possibility is that, even though the directions stated the respondent should indicate whether or not the district had received the service, the responder is in fact responded as to whether or not their particular school had received the activity/service within the past two years.

Referring now to the Quality column, it should be recalled that these percentages are based only on the responses of those who reported that their district had received the service. The percent of respondents rating the Quality of the activities/services as "good" or "very good" is high. At least half of the items were rated at these Quality levels by 70 percent or more of the district administrators, and no item was so rated by less than 60 percent of the administrators. There is a similar albeit slightly lower pattern for the other two respondent groups. Overall, these Quality ratings suggest that the DPI is providing high quality service to the local districts in these General Educational Services.

The next to last question on this section of the questionnaire asked whether or not the DPI had "adequate staff to carry out activities in this area of General Educational Services." sixty-five percent of the district administrators responded "yes", 27 percent "no," and eight percent made no codable response. The percent of respondents believing the DPI did not have adequate staff to carry out activities in this area is higher than in any of the other five general areas covered by the questionnaire. When interpreted in conjunction with the responses to the open-ended question about "important, unmet needs" in this general area, this relatively high percentage of "no's" suggests that more districts would use these activities/services if DPI personnel were readily available to provide them, because several of the respondents expressed the opinion that more DPI staff were needed to supply these types of services to local school district. (The verbatim responses can be found in Appendices E, F, and G.)

Table 2, Services for the Educationally Disadvantaged, presents an entirely different type of activity/service than the preceding table, and the data should be interpreted in a different context. The activities/services are almost all a direct response to state and/or federal legislation, therefore, they involve a very different relationship between the local districts and the DPI. Also, the activities/services are directed towards a much narrower spectrum of students with a very uneven geographic distribution throughout the state.

Aside from ESEA Title I activities, the activities/services in this area of Services for the Educationally Disadvantaged are most probably perceived as academic or even irrelevant to the immediate needs of most of the respondents, because of the uneven geographic distribution of targeted students. Approximately eight percent of the students enrolled in Wisconsin public schools are of minority background. Five of the 436 districts enroll 78 percent of these minority students, leaving the rest distributed across the state very thinly (with the exception of a few districts on or near Indian reservations). Fifty-five of the 436 districts did not report any minority student enrollments according to reports filed with the DPI in the fall of 1977.

In this context, the relatively small percentages of respondents rating the Importance of most of the activities/services as high or very high is not surprising. Neither is the low percentages of districts receiving the service surprising.

The perceptions of the Quality of any given activity/service differed greatly across the three respondent groups. This is perhaps a result of the particular relationship each activity/service requires between the local district personnel and the DPI.

TABLE 2

DPI SERVICES FOR THE EDUCATIONALLY DISADVANTAGED
As Rated by District Administrators, Secondary and Elementary Principals

SERVICES FOR THE EDUCATIONALLY DISADVANTAGED	RESPONSE GROUP	IMPORTANCE % Rating High or Very High	IMPORTANCE Rank	PERCENT SERVED	QUALITY % Rating Good or Very Good*	QUALITY Rank
Administer Title I ESEA funds for the educationally deprived, to include the identification of qualifying agencies, the processing of documentation, and the evaluation of current programs.	DIST. A.	68%	1	83%	58%	2
	SEC. PR.	62	1	57	69	1
	EL. PR.	59	1	57	72	2
Provide consultant services to assist districts in identifying educationally deprived students and developing local programs.	DIST. A.	50	2	49	60	1
	SEC. PR.	45	2	29	64	2
	EL. PR.	40	2	31	54	3
Provide consultant services in bi-lingual-bicultural education to identify students in need, establish appropriate curricula, provide funding for local programs, and assist in basic subject areas.	DIST. A	17	3	9	53	3
	SEC. PR.	19	4	8	54	5
	EL. PR.	19	3	13	26	5
Provide services in Indian education, including administration of funds and provision of consultant services.	DIST. A.	15	4	9	39	4
	SEC. PR.	21	3	7	55	4
	EL. PR.	18	4	22	36	4
Administer the provision of funds to encourage/facilitate the transfer of students in attendance areas having greater than 30 percent minority enrollment to facilitate racial and cultural integration.	DIST. A.	13	5	5	35	5
	SEC. PR.	13	5	3	60	3
	EL. PR.	15	5	4	78	1

		YES	NO	NOT ASCERT.
Does the DPI have adequate staff to carry our activities in this area of Services for the Educationally Disadvantaged?	DIST. A	77%	6%	17%
	SEC. PR.	52	8	40
	EL. PR.	55	12	33

*Percent based on those receiving service.

The activities/services relating to the handicapped, which are presented in Table 3, are very specialized, even though they apply to a large percentage of the local districts. When interpreting the data in this table both the specialized nature of the activities/services should be kept in mind, as well as the fact that P.L. 94-142 had not yet become effective at the time of the survey, even though its pending impact was generally well known to many educators.

The Importance ratings for activities/services in this area of Services for the Handicapped are typically not as high as those for items in three of the other general areas covered by the questionnaire, and the spread or range of the ratings is not very great. When the different non-response rates of the three respondent groups are taken into account, there is a great deal of similarity in the Importance ratings by them. The rank order correlation coefficients among the three response groups range from 0.76 to 0.89. As was true for the previous tables, the items perceived to be of less importance were those of a more specialized nature, or those which affected only a very small proportion of students.

Examining the figures in the Percent Served column, it appears that the use of these activities/services is fairly widespread throughout the state: at least seven of the fourteen items were used by at least 32 percent of the districts. The usage figures in the table are most probably lower than the actual amount of usage because the DPI personnel providing these activities/services often work directly with the appropriate local district personnel, without routinely involving the district administrator or principal on each occasion. As was the case for the previous tables, the most often used activities/services in this general area are those of a more general nature.

TABLE 3

DPI SERVICES FOR THE HANDICAPPED
As Rated by District Administrators, Secondary and Elementary Principals

SERVICES FOR THE HANDICAPPED	RESPONSE GROUP	IMPORTANCE % Rating High or Very High	IMPORTANCE Rank	PERCENT SERVED	QUALITY % Rating Good or Very Good*	QUALITY Rank
Provide consultant services to districts in existing programs for the mentally, emotionally, or learning disabled children.	DIST. A.	68%	1	63%	67%*	8
	SEC. PR.	64	1	50	71	8
	EL. PR.	49	1½	45	56	10½
Assist districts and CESAs in planning, implementing, and evaluating new programs for physically and mentally impaired children.	DIST. A.	59	2½	59	69	5
	SEC. PR.	53	4	39	72	7
	EL. PR.	49	1½	34	79	1
Provide consultant services to districts in existing programs for physically impaired children.	DIST. A.	59	2½	38	67	8
	SEC. PR.	55	3	39	73	5
	EL. PR.	46	3½	31	65	5½
Monitor and enforce the rules and regulations for Chapter 115, Wisconsin Statutes, concerning services for handicapped children, to include appeals and noncompliance hearings.	DIST. A.	48	7	44	56	13
	SEC. PR.	57	2	37	68	9
	EL. PR.	46	3½	35	65	5½
Provide consultant services regarding all program areas for handicapped children to CESAs, county handicapped children's education boards, and district consortium programs (66.30).	DIST. A.	52	4	41	68	6
	SEC. PR.	45	6½	28	67	10
	EL. PR.	37	9	21	46	13
Provide consultative assistance in area of mainstreaming students with special needs into regular classrooms.	DIST. A.	50	5½	26	66	10½
	SEC. PR.	47	5	17	43	14
	EL. PR.	37	9	15	56	10½
Provide inservice training in the area of services for handicapped children.	DIST. A.	44	9½	30	67	8
	SEC. PR.	45	6½	13	83	1
	EL. PR.	45	5	20	62	7
Provide assistance to districts and CESAs in developing programs in early childhood education for the handicapped.	DIST. A.	50	5½	39	75	1
	SEC. PR.	44	8½	30	73	5
	EL. PR.	37	9	28	72	4
Review proposals for approval and administrate funds for the portion of Title VI-B of the Elementary and Secondary Education Act targeted for handicapped children.	DIST. A.	44	9½	34	70	4
	SEC. PR.	44	8½	28	73	5
	EL. PR.	38	6	22	59	9

*Percent based on those receiving service.

TABLE 3 (Continued)

DPI SERVICES FOR THE HANDICAPPED
As Rated by District Administrators, Secondary and Elementary Principals

SERVICES FOR THE HANDICAPPED (Cont.)	RESPONSE GROUP	IMPORTANCE % Rating High or Very High	IMPORTANCE Rank	PERCENT SERVED	QUALITY % Rating Good or Very Good*	QUALITY Rank
Assist schools in the implementation of student screening programs to detect impaired hearing and scoliosis.	DIST. A.	46%	8	30%	74% *	2
	SEC. PR.	43	10	30	76	3
	EL. PR.	37	9	25	73	2½
Assist districts and CESAs in identifying eligible students in need of handicapped services.	DIST. A.	34	11	32	62	12
	SEC. PR.	40	11	24	64	11
	EL. PR.	37	9	24	60	8
Provide consultant services for the Special Education Instructional Materials Centers.	DIST. A.	29	13	21	66	10½
	SEC. PR.	38	12	21	80	2
	EL. PR.	32	12½	14	52	12
Provide for inservice training by the nursing specialists in the area of services for physically handicapped children.	DIST. A.	30	12	12	72	3
	SEC. PR.	31	13	11	49	12
	EL. PR.	28	14	9	41	14
Provide social work assistance to handicapped students.	DIST. A.	20	14	12	47	14
	SEC. PR.	24	14	12	44	13
	EL. PR.	32	12½	19	73	2½

		YES	NO	NOT ASCERT.
Does the DPI have adequate staff to carry out activities in this area of SERVICES FOR THE HANDICAPPED?	DIST. A.	60%	22%	18%
	SEC. PR.	46	13	40
	EL. PR.	47	18	35

*Percent based on those receiving service.

The typical Quality ratings by the respondents in the area of Handicapped Services are not as high as in several other general areas. This may be, in part, due to the prescriptive nature of many of the activities. The districts are required to provide many services for the handicapped; and there are numerous rules and guidelines with which they must comply. A review of the written comments on the questionnaires indicates that the requirements, rules and paperwork make this an unpopular area. (The verbatim comments are in Appendices E, F and G.)

In response to the question "does the DPI have adequate staff to carry out activities in this area of Services for the Handicapped," 22 percent of the district administrators responded "no." Only the general area of instructional services (presented in Table 1) had a higher percentage of "no's." Because several of the written responses about "important, unmet needs" in this area referred to the need for more staff, this relatively high percentage of "no's" suggests that more personnel could be used in this service area.

The fourth table presents the responses pertaining to activities/services associated with the distribution of state financial aids. Money provides programs and services essential to operating a school district, and the high Importance ratings reflect this.

State financial aids are distributed to districts on the basis of a formula taking into account equalized property valuation behind each enrolled student, levy rates, and district expenditures. Some districts, because of very high property valuation, received no equalization state aids. That fact is reflected in the Percent Served Column.

TABLE 4

DPI STATE FINANCIAL AIDS
As Rated by District Administrators, Secondary and Elementary Principals

STATE GENERAL FINANCIAL AIDS	RESPONSE GROUP	IMPORTANCE % Rating High or Very High	IMPORTANCE Rank	PERCENT SERVED	QUALITY % Rating Good or Very Good*	QUALITY Rank
Distribute state funds for all types of aids, to include the gathering and reporting of financial information.	DIST. A.	86%	1	82%	84%*	2
	SEC. PR.	67	1	53	84	2
	EL. PR.	59	1	42	61	2
Provide financial consultation to school districts.	DIST. A.	83	2	79	90	1
	SEC. PR.	45	3	48	85	1
	EL. PR.	44	2	24	60	3
Review and audit of various district and CESA financial operations and records concerning state-funded programs.	DIST. A.	63	3	64	84	3
	SEC. PR.	54	2	32	70	3½
	EL. PR.	38	4	25	59	4
Administer special tuition payments for students not residing in the school district.	DIST. A.	43	4	26	75	4
	SEC. PR.	34	4	17	70	3½
	EL. PR.	40	3	17	87	1

		YES	NO	NOT ASCERT.
Does the DPI have adequate staff to carry out activities in this area of STATE GENERAL FINANCIAL AIDS?	DIST. A.	67%	18%	15%
	SEC. PR.	49	8	43
	EL. PR.	49	10	41

*Percent based on those receiving service.

The Quality of service in this area of State Financial Aids is quite high; the typical ratings are higher than in any other general area covered by the questionnaire. The written comments supported this observation.

The data in Table 5 refer to two dissimilar functions of the DPI; the provision of services related to administration of local school districts, and the administration and associated support activities relating to school food services. At the time of the survey, the persons providing these services/ activities were housed in the same administrative division within the DPI. Subsequent to the survey, but before the data had been analyzed, this division was eliminated and the persons providing the services were relocated in other divisions, in some cases with other responsibilities, so the situation at this writing may be much different from that presented in the table.

From the data, it appears that all of these activities/services in the area of Services for LEA Administration and Food Services were fairly Important, and that at least four of them were used by half or more of the local districts. The Quality ratings indicate a high level of satisfaction with the delivery of these various activities/services.

Table 6 displays data about the last general service area in the survey: the provision of technical support services to local districts. In general, the Importance ratings of these activities/services were not as high as those in most of the other areas of the questionnaire. There could be a variety of reasons for this. The activities/services in this area are varied, and some of them (such as the pupil achievement assessment program and the collection

TABLE 5

DPI SERVICES FOR LEA ADMINISTRATION AND FOOD SERVICES
As Rated by District Administrators, Secondary and Elementary Principals

SERVICES FOR LEA ADMINISTRATION AND FOOD SERVICES	RESPONSE GROUP	IMPORTANCE % Rating High or Very High	IMPORTANCE Rank	PERCENT SERVED	QUALITY % Rating Good or Very Good*	QUALITY Rank
Supervise and administer child nutrition programs, including contracting, funding, and food assistance, e.g., National School Lunch Program, Special Milk Program, School Breakfast Program, Donated Food Program, Child Care Food Program, and Summer Food Service Program for Children.	DIST. A.	61%	2	83%	90%*	1½
	SEC. PR.	46	2	62	76	4
	EL. PR.	45	1	42	69	3
Provide technical consultant services related to school construction, facilities operations, and energy conservation.	DIST. A.	64	1	49	73	8
	SEC. PR.	43	3	17	77	3
	EL. PR.	44	2	17	66	4
Provide information and consultant assistance to school boards, administrators, and Agency School Committees relating to school district organization and administration.	DIST. A.	45	5	33	76	7
	SEC. PR.	47	1	23	73	6
	EL. PR.	32	5	20	60	5½
Provide training programs and consultant services related to student transportation to local school districts.	DIST. A	52	3	53	77	6
	SEC. PR.	42	4	24	69	7
	EL. PR.	33	4	24	74	1
Provide training programs and workshops to district personnel related to food service.	DIST. A.	51	4	56	90	1½
	SEC. PR.	39	5	33	80	2
	EL. PR.	26	7	21	71	2
Provide assistance to CESAs in developing and implementing cooperative programs between schools.	DIST. A.	43	7½	25	84	4
	SEC. PR.	36	7	18	65	8
	EL. PR.	36	3	13	59	7
Conduct onsite performance assessments of school and child care center food service operations.	DIST. A.	44	6	56	85	3
	SEC. PR.	37	6	49	75	5
	EL. PR.	25	8	37	58	8
Provide assistance to local school districts for the development and implementation of nutrition education programs.	DIST. A.	43	7½	39	78	5
	SEC. PR.	34	8	20	82	1
	EL. PR.	31	6	13	60	5½

	RESPONSE GROUP	YES	NO	NOT ASCERT.
Does the DPI have adequate staff to carry out activities in this area of SERVICES FOR LEA ADMINISTRATION AND FOOD SERVICES?	DIST. A.	73%	9%	18%
	SEC. PR.	47	7	46
	EL. PR.	51	10	39

*Percent based on those receiving service.

TABLE 6

DPI TECHNICAL SUPPORT SERVICES TO DISTRICTS
As Rated by District Administrators, Secondary and Elementary Principals

TECHNICAL SUPPORT SERVICES TO DISTRICTS	RESPONSE GROUP	IMPORTANCE % Rating High or Very High	IMPORTANCE Rank	PERCENT SERVED	QUALITY % Rating Good or Very Good*	QUALITY Rank
Distribute technical and informative publications from various sections and programs within the DPI to public schools.	DIST. A.	50%	2	79%	67%*	3
	SEC. PR.	56	1	54	79	1
	EL. PR.	51	1	41	77	1
Assist districts to conduct assessments of educational needs throughout the district.	DIST. A.	51	1	24	68	2
	SEC. PR.	55	2	17	64	3
	EL. PR.	39	3	23	61	3
Collect and summarize general educational data from districts and CESAs for general use.	DIST. A.	41	5	74	64	5
	SEC. PR.	42	4	41	57	6
	EL. PR.	43	2	37	59	4
Provide consultant services to districts and CESAs on various methods and techniques of planning and evaluation for general application.	DIST. A.	42	4	11	70	1
	SEC. PR.	44	3	13	58	5
	EL. PR.	28	6	9	63	2
Provide technical assistance to districts in the development of data processing and information systems.	DIST. A.	48	3	29	59	6
	SEC. PR.	29	6	13	59	4
	EL. PR.	33	4	16	47	6
Conduct searches of the literature on educational topics as requested by district and CESA personnel.	DIST. A.	31	6	21	65	4
	SEC. PR.	27	7	13	69	2
	EL. PR.	31	5	14	51	5
Conduct state pupil achievement assessment program.	DIST. A.	29	7	58	53	7
	SEC. PR.	36	5	52	53	7
	EL. PR.	22	7	47	38	7

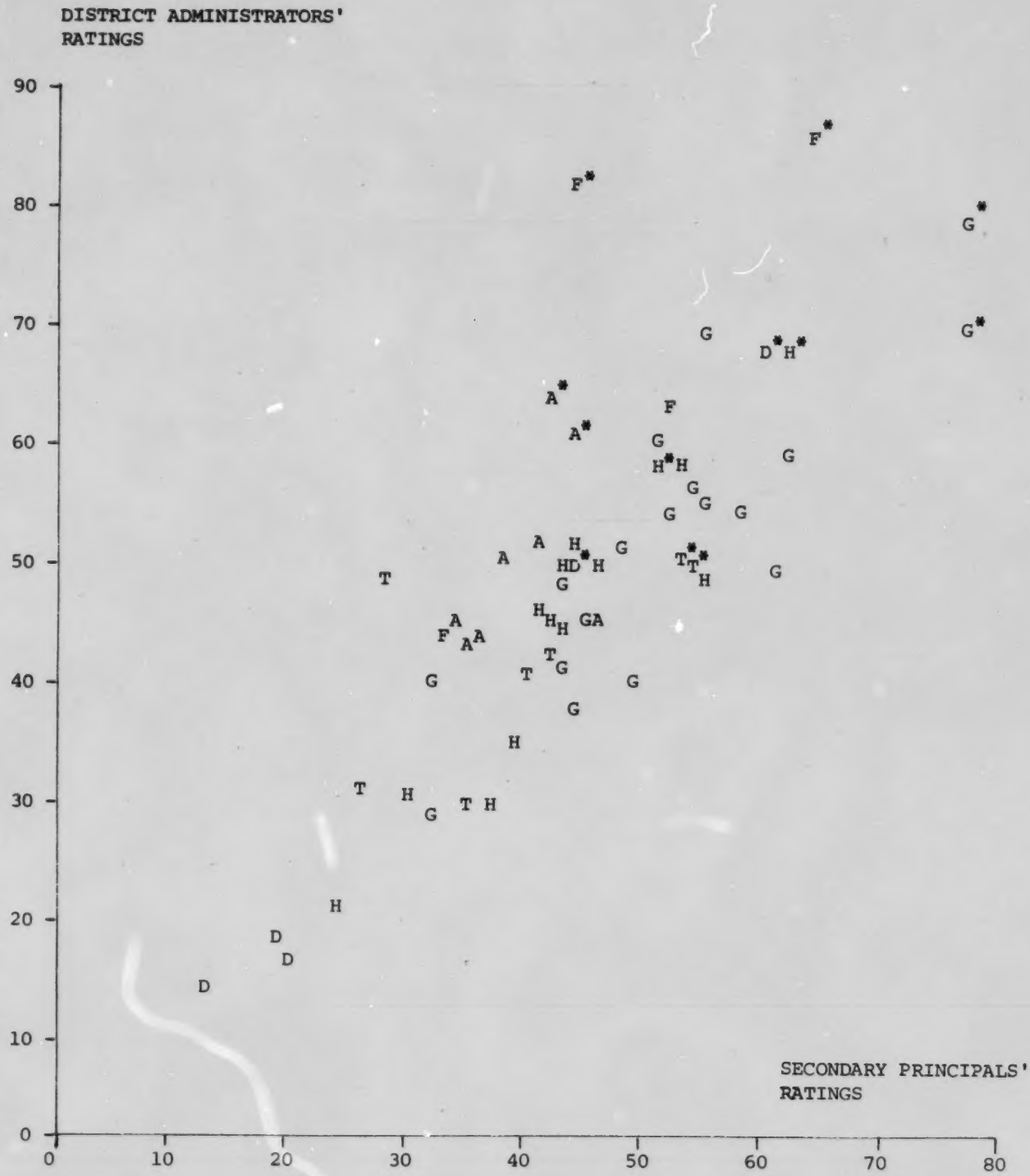
		YES	NO	NOT ASCERT.
Does the DPI have adequate staff to carry out activities in the area of TECHNICAL SUPPORT SERVICES TO DISTRICTS?	DIST. A.	70%	13%	17%
	SEC. PR.	51	5	44
	EL. PR.	52	11	37

*Percent based on those receiving service.

and summarizing of educational data) are required by state statutes or regulations. These cause work for district personnel and, from their viewpoint, probably provide little or nothing of value to them in return. The state pupil assessment program, particularly, probably suffers from this image. The relative low Quality ratings for this activity are also probably both a result of this image plus the difficulties associated with distributing and retrieving various test booklets and associated materials to the over 100 districts involved each year, particularly when the local costs are not supported financially by the state.

The figures in the Percent Served column reflect this heterogeneity of types of activities/services. In at least one case, the percent reporting they received the activity is an underestimate: general educational data are collected from all 436 local school districts, even though only 74 percent of the district administrators indicated this had occurred. On the other hand, some of the activities/services occur only if they are requested by district personnel, and then they are tailored to those local needs and concerns. Assistance in conducting needs assessments, consultation on planning and evaluation, and assistance in the development of data processing systems are three such services for which it is reasonable to expect such relatively low usage figures.

The findings discussed so far are presented in a more succinct form in Figure 3 and Table 7. Figure 3 is a scatter-gram showing the agreement of item Importance ratings by district administrators and secondary principals. Importance, on this figure, is the percent of respondents who rated the item as of high or very high Importance. The letters indicate the questionnaire



* = Item is included in Table 7

Figure 3: BIVARIATE DISTRIBUTION OF IMPORTANCE RATINGS BY DISTRICT ADMINISTRATORS AND SECONDARY PRINCIPALS OF DPI ACTIVITIES AND SERVICES

section in which the item occurred: A = Services for LEA Administration and Food Services, D = Services for the Educationally Disadvantaged, F = State Financial Aids, G = General Educational Services, H = Services for the Handicapped, and T = Technical Support Services to Districts. Both the degree of agreement between the two groups as to the importance of the items, and the range in their importance ratings can be perceived in this figure.

The top two items in Importance (as rated by district administrators) in each of the six general program areas covered by the questionnaire were skimmed off and ranked amongst themselves on Importance. Table 7 shows the twelve items thus identified and the percent of administrators rating each as important or very important. These same items are starred in Figure 3. The reader can see that items in some of the questionnaire sections were typically rated lower in importance than those in other sections. Thus, if all 56 items had been ranked without respect to questionnaire section, the top twelve items would have been different from those presented in Table 7.

School Board Presidents

Responses from the school board presidents are analyzed and presented separately for several reasons. First, they have a different responsibility and perspective than do district administrators and principals, because of their position as elected officials. Second, of the 189 school board presidents selected for the study, only 82 returned usable questionnaires even after two follow-up letters, giving a response rate of 43 percent.* When this is compared to the response rates of over seventy-five percent for the

*One hundred-ninety districts were selected, the school board president for one district could not be identified.

TABLE 7

TWO MOST IMPORTANT DPI ACTIVITIES IN EACH OF SIX GENERAL SERVICE AREAS, AS RATED BY DISTRICT ADMINISTRATORS

SERVICE OR ACTIVITY	Percent Rating Importance as High or Very High
Distribute state funds for all types of aids, to include the gathering and reporting of financial information	86
Provide financial consultation to school districts	83
Provide information in various curriculum areas on instructional methods, new developments, instructional materials, standards of competency, etc.	80
Consult with districts on questions and problems related to the certification of teachers	70
Administer Title I ESEA funds for the educationally deprived, to include the identification of qualifying agencies, the process of documentation and the evaluation of current programs	68
Provide consultant services to districts in existing programs for the mentally, emotionally or learning disabled children	68
Provide technical consultant services related to school construction, facilities operation, and energy conservation	64
Supervise and administer child nutrition programs, including contracting, funding, and food assistance, e.g., National School Lunch Program, Special Milk Program, School Breakfast Program, Donated Food Program, Child Care Food Program, and Summer Food Service Program for Children	61
Assist districts and CESAs in planning, implementing and evaluating new programs for physically and mentally impaired children	59
Assist districts to conduct assessments of educational needs throughout the district	51
Provide consultant services to assist districts in identifying educationally deprived students and developing local programs	50
Distribute technical and informative publications from various sections within the DPI to public schools	50

three administrative respondent groups, it suggests the information should be treated cautiously, and that generalization to all Wisconsin school board presidents could be hazardous.

The third reason for treating the data from these respondents separately is that they tended to leave a large number of questionnaire items blank; the typical rate of blanks (labeled "not ascertained" in Appendix D) for items was about 20 percent. When this fact is coupled with the fact that they are not as involved in the day-to-day operation of a school district, it suggests that they may not have responded as knowledgeably to the questionnaire as did the administrators.

One interesting relationship between the responses of school board presidents and district administrators did emerge during the initial analysis: Importance ratings correlated 0.90 or better with district administrators' ratings for five out of the six questionnaire sections. The correlation for the remaining section (services for LEA Administration and Food Services) was only 0.39. With the exception of that one area, this suggests that those school board presidents who returned questionnaires hold viewpoints about the relative importance of DPI services that are very similar to those held by district administrators. This similarity of opinion could have been gained through discussion of the questionnaire or through the types of information presented at meetings between school board presidents and district administrators. (There is also a distinct possibility that some school board presidents discussed the questionnaire with their district administrator. At least one school board president returned a note saying he wasn't returning his because he had discussed it with his administrator and decided that no new information would be gained through the return of his questionnaire.)

Tables 8 through 13 present the Importance, Percent Served, and Quality ratings of DPI activities/services by school board presidents. Across all six tables, a similar pattern is evident; fewer school board presidents rated items of high or very high importance than did the administrators and principals. With the exception of the Services for LEA Administration and Food Services questionnaire section, the Importance rankings of items are very similar to those of the district administrators.

Fewer school board presidents reported their district had received the various DPI activities/services than did the administrators and principals. This may be due to their relatively distant position from the day-to-day details of school operation.

Typically, the school board presidents ratings of the Quality of the various DPI activities/services were lower than those of the administrators or principals. An examination of the written comments by the school board presidents suggests these lower Quality and Importance ratings could be at least in part due to a generally negative attitude towards the DPI, because a significant number of the comments were critical of DPI activities/services. (See Appendix H for their comments.)

The top two items in Importance (as rated by school board presidents) in each of the six general program areas covered by the questionnaire were ranked amongst themselves on Importance and displayed in Table 14. This table succinctly summarizes some of the information presented in the six tables that precede it, and can be compared with Table 7, which served the same purpose earlier. Eleven of the twelve items are the same on the two tables, and eight

TABLE 8

DPI GENERAL EDUCATIONAL SERVICES
As Rated by School Board Presidents

GENERAL EDUCATIONAL SERVICES	IMPORTANCE % Rating High or Very High	Rank	PERCENT SERVED	QUALITY % Rating Good or Very Good*	Rank
Provide information in various curriculum areas on instructional methods, new developments, instructional materials, standards of competency, etc.	57%	1	64%	73%*	2
Consult with districts on questions and problems related to certification of teachers.	54	2	64	70	3
Assist districts in developing programs and/or services which meet the spirit and intent of the 13 standards.	51	3	57	63	5½
Provide information and inservice training to districts on career education, vocational education, and manpower development.	45	4	42	52	15½
Administer Title IV-B ESEA funding.	44	5½	55	60	7½
Administer Title IV-C ESEA funding.	44	5½	43	55	10½
Provide leadership and assistance to schools in organizing and developing programs on career education, vocational education, and manpower development.	43	7½	38	63	5½
Audit school district records of professional personnel to verify proper certification for assignment.	43	7½	58	81	1
Provide leadership and assistance in organizing and developing library media programs and related preservice and inservice education programs.	41	9	46	55	10½

*Percent based on those receiving service

TABLE 8 (Continued)

DPI GENERAL EDUCATIONAL SERVICES
As Rated by School Board Presidents

GENERAL EDUCATIONAL SERVICES (Continued)	IMPORTANCE % Rating High or Very High	Rank	PERCENT SERVED	QUALITY % Rating Good or Very Good*	Rank
Provide assistance in choosing educational objectives and translating educational objectives into learning activities.	37%	10½	27%	52%*	15½
Monitor district compliance with the 13 standards.	37	10½	61	67	4
Provide consultation on pupil services (i.e. counseling and guidance, health, nursing, psychology, social work, etc.).	31	12	35	54	13½
Assist local school districts in developing inservice education strategies or models.	30	13	19	55	10½
Provide library services, including the distribution of publications, articles, and media presentations to schools.	29	14	38	54	13½
Provide information on how to comply with laws prohibiting discrimination on the basis of sex.	28	15	47	55	10½
Provide consultant services on general instructional topics, such as classroom organization, scheduling, and discipline.	27	16	37	42	17
Provide consultation on the development of alternative education and high school equivalency programs.	24	17	11	33	18
Provide inservice training to school personnel regarding the use of educational TV.	20	18	19	60	7½

Does the DPI have adequate staff to carry out activities in this area of GENERAL EDUCATIONAL SERVICES? Yes 65% No 13% Not Ascertained 22% TOTAL 100%

*Percent based on those receiving service

TABLE 9

DPI SERVICES FOR THE EDUCATIONALLY DISADVANTAGED
As Rated by School Board Presidents

SERVICES FOR THE EDUCATIONALLY DISADVANTAGED	IMPORTANCE: % Rating High or Very High	IMPORTANCE: Rank	PERCENT SERVED	QUALITY: % Rating Good or Very Good*	QUALITY: Rank
Administer Title I ESEA funds for the educationally deprived, to include the identification of qualifying agencies, the processing of documentation, and the evaluation of current programs.	53%	1	69%	51%*	3
Provide consultant services to assist districts in identifying educationally deprived students and developing local programs.	42	2	45	53	2
Provide services in Indian education, including the administration of funds and provision of consultant services.	18	3	9	13	4
Provide consultant services in bilingual-bicultural education to identify students in need, establish appropriate curricula, provide funding for local programs, and assist in basic subject areas.	11	4	11	5	5
Administer the provision of funds to encourage/facilitate the transfer of students in attendance areas having greater than 30 percent minority enrollment to facilitate racial and cultural integration.	9	5	4	71	1

Does the DPI have adequate staff to carry out activities in this area of SERVICES FOR THE EDUCATIONALLY DISADVANTAGED?	Yes	70%
	No	3
	Not Ascertained	27
	TOTAL	100%

*Percent based on those receiving service

TABLE 10

DPI SERVICES FOR THE HANDICAPPED
As Rated by School Board Presidents

SERVICES FOR THE HANDICAPPED	IMPORTANCE % Rating High or Very High	IMPORTANCE Rank	PERCENT SERVED	QUALITY % Rating Good or Very Good*	QUALITY Rank
Provide consultant services to districts in existing programs for mentally, emotionally, or learning disabled children.	53%	1½	60%	57%*	8½
Provide consultant services to districts in existing programs for physically impaired children.	53	1½	47	49	13
Assist districts and CESAs in planning, implementing, and evaluating new programs for physically and mentally impaired children.	51	3	56	71	1
Provide consultant services regarding all program areas for handicapped children to CESAs, county handicapped children's education boards, and district consortium programs (66.30).	44	4	35	51	11½
Provide assistance to districts and CESAs in developing programs in early childhood education for the handicapped.	43	5½	36	65	2
Provide consultative assistance in area of mainstreaming students with special needs into regular classrooms.	43	5½	27	58	6½
Monitor and enforce the rules and regulations for Chapter 115, Wisconsin Statutes, concerning services for handicapped children, to include appeals and noncompliance hearings.	38	7	34	61	4
Assist districts and CESAs in identifying eligible students in need of handicapped services.	37	8½	29	57	8½
Provide inservice training in the area of services for handicapped children.	37	8½	21	64	3

*Percent based on those receiving service

TABLE 10 (Continued)

DPI SERVICES FOR THE HANDICAPPED
As Rated by School Board Presidents

SERVICES FOR THE HANDICAPPED (Continued)	IMPORTANCE % Rating High or Very High	Rank	PERCENT SERVED	QUALITY % Rating Good or Very Good*	Rank
Review proposals for approval and administrate funds for the portion of Title VI-B of the Elementary and Secondary Education Act targeted for handicapped children.	36%	10½	28%	51%*	11½
Provide consultant services for the Special Education Instructional Materials Centers.	36	10½	27	58	6½
Assist schools in the implementation of student screening programs to detect impaired hearing and scoliosis.	32	12	29	59	5
Provide for inservice training by the nursing specialists in the area of services for physically handicapped children.	26	13	14	55	10
Provide social work assistance to handicapped students.	25	14	14	35	14

Does the DPI have adequate staff to carry out activities in this area of SERVICES FOR THE HANDICAPPED? Yes 56% No 9% Not Ascertained 35% TOTAL 100%

*Percent based on those receiving service

TABLE 11

DPI STATE GENERAL FINANCIAL AIDS
As Rated by School Board Presidents

STATE GENERAL FINANCIAL AIDS	IMPORTANCE: % Rating High or Very High	IMPORTANCE: Rank	PERCENT SERVED	QUALITY: % Rating Good or Very Good*	QUALITY: Rank
Distribute state funds for all types of aids, to include the gathering and reporting of financial information.	70%	1½	70%	74%*	2
Provide financial consultation to school districts.	70	1½	63	81	1
Review and audit of various district and CESA financial operations and records concerning state-funded programs.	41	3	50	65	3
Administer special tuition payments for students not residing in the school district.	32	4	19	62	4

Does the DPI have adequate staff to carry out activities in this area of STATE GENERAL FINANCIAL AIDS?	Yes	67%
	No	11
	Not Ascertained	22
	TOTAL	100%

*Percent based on these receiving service

TABLE 12

DPI SERVICES FOR LEA ADMINISTRATION AND FOOD SERVICES
As Rated by School Board Presidents

SERVICES FOR LEA ADMINISTRATION AND FOOD SERVICES	IMPORTANCE % Rating High or Very High	IMPORTANCE Rank	PERCENT SERVED	QUALITY % Rating Good or Very Good*	QUALITY Rank
Supervise and administer child nutrition programs, including contracting, funding, and food assistance, e.g., National School Lunch Program, Special Milk Program, School Breakfast Program, Donated Food Program, Child Care Food Program, and Summer Food Service Program for Children.	52%	1	60%	80%*	1
Conduct onsite performance assessments of school and child care center food service operations.	47	2	50	74	2½
Provide technical consultant services related to school construction, facilities operations, and energy conservation.	45	3	39	59	7½
Provide training programs and workshops to district personnel related to food service.	43	4	43	74	2½
Provide information and consultant assistance to school boards, administrators, and Agency School Committees relating to school district organization and administration.	41	5½	42	59	7½
Provide assistance to CESAs in developing and implementing cooperative programs between schools.	41	5½	35	65	5
Provide assistance to local school districts for the development and implementation of nutrition education programs.	39	7	30	67	4
Provide training programs and consultant services related to student transportation to local school districts.	37	8	40	62	6

Does the DPI have adequate staff to carry out activities in this area of SERVICES FOR LEA ADMINISTRATION AND FOOD SERVICES? Yes 61% No 10% Not Ascertained 29% TOTAL 100%

*Percent based on those receiving service

TABLE 13

DPI TECHNICAL SUPPORT SERVICES TO DISTRICTS
As Rated By School Board Presidents

TECHNICAL SUPPORT SERVICES TO DISTRICTS	IMPORTANCE % Rating High or Very High	Rank	PERCENT SERVED	QUALITY % Rating Good or Very Good*	Rank
Assist districts to conduct assessments of educational needs throughout the district.	36%	1	20%	47%*	4½
Distribute technical and informative publications from various sections and programs within the DPI to public schools.	35	2	53	70	1
Provide technical assistance to districts in the development of data processing and information systems.	32	3	26	43	7
Collect and summarize general educational data from districts and CESAs for general use.	28	4	60	60	2
Provide consultant services to districts and CESAs on various methods and techniques of planning and evaluation for general application.	25	5	14	45	6
Conduct state pupil achievement assessment program.	22	6	35	53	3
Conduct searches of the literature on educational topics as requested by district and CESA personnel.	21	7	19	47	4½

Does the DPI have adequate staff to carry out activities in this area of TECHNICAL SUPPORT SERVICES TO DISTRICTS? Yes 62% No 8% Not Ascertained 30% TOTAL 100%

*Percent based on those receiving service

TABLE 14

TWO MOST IMPORTANT DPI ACTIVITIES IN EACH OF SIX GENERAL SERVICE AREAS, AS RATED BY SCHOOL BOARD PRESIDENTS

SERVICE OR ACTIVITY	Percent Rating Importance as High or Very High
Distribute state funds for all types of aids, to include the gathering and reporting of financial information.	70
Provide financial consultation to school districts.	70
Provide information in various curriculum areas on instructional methods, new developments, instructional materials, standards of competency, etc.	57
Consult with districts on questions and problems related to the certification of teachers.	54
Administer Title I ESEA funds for the educationally deprived, to include the identification of qualifying agencies, the processing of documentation, and the evaluation of current programs.	53
Provide consultant services to districts in existing programs for the mentally, emotionally, or learning disabled children.	53
Provide consultant services to districts in existing programs for physically impaired children.	53
Supervise and administer child nutrition programs, including contracting, funding, and food assistance, e.g., National School Lunch Program, Special Milk Program, School Breakfast Program, Donated Food Program, Child Care Food Program, and Summer Food Service Program for Children.	52
Conduct onsite performance assessments of school and child care center food service operation.	47
Provide consultant services to assist districts in identifying educationally deprived students and developing local programs.	42
Assist districts to conduct assessments of educational needs throughout the district.	36
Distribute technical and informative publications from various sections and programs within the DPI to public schools.	35

of the eleven are in the same relative rank. When the contents of the two tables are compared further, the tendancy for school board presidents to not rate items as high as administrators is very evident, even though the relative rankings of the items is similar. Typically, about 14 percent fewer school board presidents rated an item's Importance as "high" or "very high."

When the decidedly lower Importance and Quality ratings and the often negative comments of the school board presidents are interpreted in concert with their particularly low response rate, a disturbing possibility emerges. Only 43 percent of those sampled returned their questionnaire. Suppose they were the board presidents who were more friendly towards the DPI. That leaves another 57 percent who may not just be cool to DPI activities and services, but indeed may be decidedly cold. (Obviously, the survey data themselves provide no information about the non-respondents. This conjecture is based on generalizations about the possible characteristics of non-respondents gleaned from other studies.)

CESA Coordinators

The 19 Cooperative Educational Service Agencies (CESAs) in Wisconsin are intermediate educational units, each of which serves the contiguous school districts included within its boundaries. The number of districts and the amount of geographic area served by each CESA vary considerably across the different regions of the state; typically, their boundaries include an area equivalent to several counties. The smallest number of districts served by a CESA is 14, the largest is 44, with the average number of districts served by a CESA being 23. Appendix B shows the locations and boundaries for the 19 CESAs.

CESAs receive no state funds other than for the salaries of a director and a secretary, and office rental. They were intended to be voluntary service agencies, which have no taxing authority and, in general, at the time of this report, cannot own real property. (This last restriction is currently being reexamined.) Local districts can cooperatively contract with their CESA for services which would be difficult for each of them to provide individually; by means of the funds provided by their districts the CESAs then purchase these materials or services and distribute them appropriately. Typical services provided districts by CESAs are services for handicapped or special education students, the administration and coordination of various federal programs (such as ESEA Title I), cooperative bidding and purchasing, and computer services for both administrative and instructional purposes.

Because of their position as coordinators of such voluntary service agencies, CESA coordinators could be expected to have a different perspective on the Importance and Quality of the various activities/services provided by the Wisconsin DPI. All 19 CESA coordinators were sent copies of the same questionnaire used with district administrators and principals, and requested to respond to it from their CESA-wide perspective. Eighteen of the 19 coordinators returned usable questionnaires. (It should be noted that this is not a sample, it represents responses from 95 percent of the entire population.)

Tables 15 through 20 show the ratings of the 18 CESA coordinators as to the Importance and Quality of the various DPI activities/services provided in the six general program areas. In the first area of General Educational Services presented in Table 15 it can be seen that 12 of the 18 activities/services were rated as of high or very high Importance by at least 50 percent

of the coordinators. Twelve of the 18 activities/services were received by at least half of the CESAs in the past two years, and the majority of those served rated the Quality of all the items as good or very good. It should be noted that on this table (and the others when needed), when several items were tied for the same rank on Importance, they were presented in descending order of usage. Thus, the three items tied for third place are in the order of decreasing percent of CESAs served. Hence, for several tables, usage helped determine which items were in the top two for their particular table. (This, in turn, helped determine which items were included in Table 21.)

When asked if the DPI had adequate staff to carry out activities in this general service area, half of the CESA coordinators responded yes, and 7 responded no. Several of the written comments expressed a desire for more staff and/or more services in several areas.

In the area of Services for the Disadvantaged, presented in Table 16, ESEA Title I and services related to identifying and developing programs for educationally deprived students were rated as the two most important DPI activities/services. Over three quarters of the CESAs used these services, and over half of those using the service reported its Quality to be good or very good. The other three items are activities/services which are directed towards districts with very specialized student populations, so it is not surprising that few of the CESA coordinators perceived them as important and used them.

Services for the Handicapped, displayed in Table 17, were generally rated as having high Importance; 12 of the 14 activities/services were rated as having high or very high Importance. Eight of the 14 activities/services were

TABLE 15

DPI GENERAL EDUCATIONAL SERVICES
As Rated by CESA Coordinators

GENERAL EDUCATIONAL SERVICES	IMPORTANCE % Rating High or Very High	Rank	PERCENT SERVED	QUALITY % Rating Good or Very Good*	Rank
Consult with districts on questions and problems related to the certification of teachers.	83% (15)	1	94% (17)	82%* (14)	9
Provide consultation on pupil services (i.e. counseling and guidance, health, nursing, psychology, social work, etc.).	67 (12)	3	78 (14)	86 (12)	8
Provide inservice training to school personnel regarding the use of educational TV.	67 (12)	3	67 (12)	67 (8)	14½
Provide leadership and assistance to schools in organizing and developing programs on career education, vocational education, and manpower development.	67 (12)	3	61 (11)	64 (7)	17
Provide information in various curriculum areas on instructional methods, new developments, instructional materials, standards of competency, etc.	61 (11)	6	78 (14)	93 (13)	4
Administer Title IV-C ESEA funding.	61 (11)	6	72 (13)	69 (9)	12
Assist districts in developing programs and/or services which meet the spirit and intent of the 13 standards.	61 (11)	6	44 (8)	88 (7)	6½
Provide information on how to comply with laws prohibiting discrimination on the basis of sex.	56 (10)	9½	94 (17)	76 (13)	11
Provide information and inservice training to districts on career education, vocational education, and manpower development.	56 (10)	9½	67 (12)	67 (8)	14½

*Percent based on those receiving service

TABLE 15 (Continued)

DPI GENERAL EDUCATIONAL SERVICES
As Rated by CESA Coordinators

GENERAL EDUCATIONAL SERVICES (Continued)	IMPORTANCE % Rating High or Very High	Rank	PERCENT SERVED	QUALITY % Rating Good or Very Good*	Rank
Provide leadership and assistance in organizing and developing library media programs and related preservice and inservice education programs.	56% (10)	9½	50% (9)	89%* (8)	5
Provide consultant services on general instructional topics, such as classroom organization, scheduling, and discipline.	56 (10)	9½	39 (7)	100 (7)	2
Assist local school districts in developing inservice education strategies or models.	50 (9)	12	50 (9)	67 (6)	14½
Provide library services, including the distribution of publications, articles, and media presentations to schools.	44 (8)	13	44 (8)	63 (5)	18
Audit school district records of professional personnel to verify proper certification for assignment.	39 (7)	15	67 (12)	67 (8)	14½
Provide assistance in choosing educational objectives and translating educational objectives into learning activities.	39 (7)	15	44 (8)	88 (7)	6½
Administer Title IV-B ESEA funding.	39 (7)	15	33 (6)	100 (6)	2
Monitor district compliance with the 13 standards.	33 (6)	17	28 (5)	80 (4)	10
Provide consultation on the development of alternative education and high school equivalency programs.	28 (5)	18	6 (1)	100 (1)	2

Does the DPI have adequate staff to carry our activities in this area of GENERAL EDUCATIONAL SERVICES? Yes 50% (9) No 39% (7) Not Ascertained 11% (2) TOTAL 100% (18)

*Percent based on those receiving service

TABLE 16

DPI SERVICES FOR THE EDUCATIONALLY DISADVANTAGED
As Rated by CESA Coordinators

SERVICES FOR THE EDUCATIONALLY DISADVANTAGED	IMPORTANCE: % Rating High or Very High	IMPORTANCE: Rank	PERCENT SERVED	QUALITY: % Rating Good or Very Good*	QUALITY: Rank
Administer Title I ESEA funds for the educationally deprived, to include the identification of qualifying agencies, the processing of documentation, and the evaluation of current programs.	56% (10)	1½	78% (14)	50%* (7)	3½
Provide consultant services to assist districts in identifying educationally deprived students and developing local programs.	56 (10)	1½	78 (14)	64 (9)	2
Provide consultant services in bilingual-bicultural education to identify students in need, establish appropriate curricula, provide funding for local programs, and assist in basic subject areas.	39 (7)	3	22 (4)	75 (3)	1
Administer the provision of funds to encourage/facilitate the transfer of students in attendance areas having greater than 30 percent minority enrollment to facilitate racial and cultural integration.	17 (3)	4	6 (1)	0 (0)	5
Provide services in Indian education, including the administration of funds and provision of consultant services.	6 (1)	5	11 (2)	50 (1)	3½

Does the DPI have adequate staff to carry out activities in this area of SERVICES FOR THE EDUCATIONALLY DISADVANTAGED?	Yes	50% (9)	Not Ascertained	28% (5)
	No	22% (4)	TOTAL	100% (18)

*Percent based on those receiving service

used by over three-fourths of the CESAs. The Quality of service ratings for these items were also correspondingly high.

A substantial minority (8 of the 18 coordinators) believe the DPI needs more staff in this area, and their written comments reinforced this opinion.

Table 18 shows the CESA coordinators' responses to the DPI activities/services in the general area of State Financial Aids. Three out of the four items in this area are very Important and used by a vast majority of the CESAs. The Quality of service is good, and a strong minority of the coordinators believe the DPI could use more staff in this area.

Ratings for Services for LEA Administration and Food Services are shown in Table 19. Five of the eight activities/services were rated by over half of the CESA coordinators as of high or very high Importance. Three of the eight were used by half or more of the CESAs in the past two years. The Quality of service provided to these CESAs is high. A substantial minority of coordinators believe the DPI could use more staff in this service area.

Ratings for the sixth general area, Technical Support Services to Districts, are shown in Table 20. Five of the seven activities/services were rated as of high or very high importance by over 60 percent of the coordinators. The same five items were also used by at least 60 percent of the CESAs. The Quality of service for four of the eight items was rated as good or very good by at least half of the recipients.

The top two items in Importance, as rated by CESA coordinators in each of the six general program areas covered by the questionnaire were skimmed off, ranked amongst themselves on Importance and shown on Table 21. Where several

TABLE 17

DPI SERVICES FOR THE HANDICAPPED
As Rated by CESA Coordinators

SERVICES FOR THE HANDICAPPED	IMPORTANCE % Rating High or Very High	IMPORTANCE Rank	PERCENT SERVED	QUALITY % Rating Good or Very Good*	QUALITY Rank
Provide consultant services regarding all program areas for handicapped children's education boards, and district consortium programs (66.30).	89% (16)	3½	94% (17)	88%* (15)	5
Assist districts and CESAs in planning, implementing, and evaluating new programs for physically and mentally impaired children.	89 (16)	3½	94 (17)	88 (15)	5
Provide consultant services to districts in existing programs for mentally, emotionally, or learning disabled children.	89 (16)	3½	89 (16)	88 (14)	5
Review proposals for approval and administrate funds for the portion of Title IV-B of the Elementary and Secondary Education Act targeted for handicapped children.	89 (16)	3½	83 (15)	93 (14)	1½
Provide assistance to districts and CESAs in developing programs in early childhood education for the handicapped.	89 (16)	3½	78 (14)	93 (13)	1½
Provide consultant services to districts in existing programs for physically impaired children.	89 (16)	3½	78 (14)	71 (10)	10
Provide inservice training in the area of services for handicapped children.	78 (14)	7	83 (15)	87 (13)	7
Provide consultant services for the Special Education Instructional Materials Centers.	72 (13)	8½	72 (13)	92 (12)	3
Monitor and enforce the rules and regulations for Chapter 115, Wisconsin Statutes, concerning services for handicapped children, to include appeals and noncompliance hearings.	72 (13)	8½	67 (12)	67 (8)	11½

*Percent based on those receiving service

TABLE 17 (Continued)

DPI SERVICES FOR THE HANDICAPPED
As Rated by CESA Coordinators

SERVICES FOR THE HANDICAPPED (Continued)	IMPORTANCE % Rating High or Very High	Rank	PERCENT SERVED	QUALITY % Rating Good or Very Good*	Rank
Assist districts and CESAs in identifying eligible students in need of handicapped services.	67% (12)	10	89% (16)	81%* (13)	8
Provide consultative assistance in area of mainstreaming students with special needs into regular classrooms.	56 (10)	11	67 (12)	67 (8)	11½
Assist schools in the implementation of student screening programs to detect impaired hearing and scoliosis.	50 (9)	12	56 (10)	80 (8)	9
Provide social work assistance to handicapped students.	22 (4)	13½	33 (6)	50 (3)	13½
Provide for inservice training by the nursing specialists in the area of services for physically handicapped children.	22 (4)	13½	22 (4)	50 (2)	13½

Does the DPI have adequate staff to carry out activities in this area of SERVICES FOR THE HANDICAPPED?	Yes	39% (7)	No	44% (8)	Not Ascertained	17% (3)	
					TOTAL	100% (18)	

*Percent based on those receiving service

TABLE 18

DPI STATE GENERAL FINANCIAL AIDS
As Rated by CESA Coordinators

STATE GENERAL FINANCIAL AIDS	IMPORTANCE: % Rating High or Very High	Rank	PERCENT SERVED	QUALITY: % Rating Good or Very Good*	Ra
Distribute state funds for all types of aids, to include the gathering and reporting of financial information.	94% (17)	1	94% (17)	76%* 13	3
Review and audit of various district and CESA financial operations and records concerning state-funded programs.	89 (16)	2	100 (18)	78 (14)	2
Provide financial consultation to school districts.	72 (13)	3	72 (13)	85 (11)	1
Administer special tuition payments for students not residing in the school district.	28 (5)	4	22 (4)	75 (3)	4

Does the DPI have adequate staff to carry out activities in this area of STATE GENERAL FINANCIAL AIDS?	Yes	44% (8)	Not Ascertained	22% (4)
	No	33% (6)	TOTAL	100% (18)

*Percent based on these receiving service

TABLE 19

DPI SERVICES FOR LEA ADMINISTRATION AND FOOD SERVICES
As Rated by CESA Coordinators

SERVICES FOR LEA ADMINISTRATION AND FOOD SERVICES	IMPORTANCE % Rating High or Very High	Rank	PERCENT SERVED	QUALITY % Rating Good or Very Good*	Rank
Provide assistance to CESAs in developing and implementing cooperative programs between schools.	94% (17)	1	89% (16)	75%* (12)	3½
Provide information and consultant assistance to school boards, administrators, and Agency School Committees relating to school district organization and administration.	83 (15)	2	83 (15)	93 (13)	1
Supervise and administer child nutrition programs, including contracting, funding, and food assistance, e.g., National School Lunch Program, Special Milk Program, School Breakfast Program, Donated Food Program, Child Care Food Program, and Summer Food Service Program for Children.	61 (11)	3	50 (9)	67 (6)	5½
Provide technical consultant services related to school construction, facilities operations, and energy conservation.	56 (10)	4	33 (6)	67 (4)	5½
Provide training programs and workshops to district personnel related to food service.	56 (10)	5	39 (7)	86 (6)	2
Provide assistance to local school districts for the development and implementation of nutrition education programs.	44 (8)	7	28 (5)	60 (3)	7½
Provide training programs and consultant services related to student transportation to local school districts.	44 (8)	7	28 (5)	60 (3)	7½
Conduct onsite performance assessments of school and child care center food service operations.	44 (8)	7	22 (4)	75 (3)	3½

Does the DPI have adequate staff to carry out activities in this area of SERVICES FOR LEA ADMINISTRATION AND FOOD SERVICES?

Yes	No	Not Ascertained	TOTAL
28% (5)	44% (8)	28% (5)	100% (18)

*Percent based on those receiving service

TABLE 20

DPI TECHNICAL SUPPORT SERVICES TO DISTRICTS
As Rated by CESA Coordinators

TECHNICAL SUPPORT SERVICES TO DISTRICTS	IMPORTANCE % Rating High or Very High	IMPORTANCE Rank	PERCENT SERVED	QUALITY % Rating Good or Very Good*	QUALITY Rank
Collect and summarize general educational data from districts and CESAs for general use.	89% (16)	1	100% (18)	100%* (18)	1
Distribute technical and informative publications from various sections and programs within the DPI to public schools.	72 (13)	2½	94 (17)	82 (14)	2
Provide consultant services to districts and CESAs on various methods and techniques of planning and evaluation for general application.	72 (13)	2½	56 (10)	70 (7)	3
Provide technical assistance to districts in the development of data processing and information systems.	61 (11)	4½	72 (13)	46 (6)	5
Conduct searches of the literature on educational topics as requested by district and CESA personnel.	61 (11)	4½	61 (11)	64 (7)	4
Assist districts to conduct assessments of educational needs throughout the district.	44 (8)	6	33 (6)	33 (2)	6
Conduct state pupil achievement assessment program.	17 (3)	7	28 (5)	20 (1)	7

Does the DPI have adequate staff to carry out activities in this area of TECHNICAL SUPPORT SERVICES TO DISTRICTS?

Yes	44% (8)	No	28% (5)	Not Ascertained	28% (5)
				TOTAL	100% (18)

*Percent based on those receiving service

TABLE 21

TWO MOST IMPORTANT DPI ACTIVITIES IN EACH OF SIX GENERAL SERVICE AREAS, AS RATED BY CESA COORDINATORS

SERVICE OR ACTIVITY	Percent Rating Importance as High or Very High
Distribute state funds for all types of aids, to include the gathering and reporting of financial information.	94% (17)*
Provide assistance to CESAs in developing and implementing cooperative programs between schools.	94 (17)
Collect and summarize general educational data from districts and CESAs for general use.	89 (16)
Review and audit of various district and CESA financial operations and records concerning state-funded programs.	89 (16)
Provide consultant services regarding all program areas for handicapped children to CESAs, county handicapped children's education boards, and district consortium programs (66.30).	89 (16)
Assist districts and CESAs in planning, implementing, and evaluating new programs for physically and mentally impaired children.	89 (16)
Consult with districts on questions and problems related to the certification of teachers.	83 (15)
Provide information and consultant assistance to school boards, administrators, and Agency School Committees relating to school district organization and administration.	83 (15)
Distribute technical and informative publications from various sections and programs within the DPI to public schools.	72 (13)
Provide consultation on pupil services (i.e. counseling and guidance, health, nursing, psychology, social work, etc.).	67 (12)
Administer Title I ESEA funds for the educationally deprived, to include the identification of qualifying agencies, the processing of documentation, and the evaluation of current programs.	56 (10)
Provide consultant services to assist districts in identifying educationally deprived students and developing local programs.	56 (10)

*(N) = Number of CESA Coordinators

of the items had the same number of coordinators rating them as of high or very high Importance, secondary criteria, such as the percent of CESAs served were used to rank them in the table. Thus, the third, fourth, fifth and sixth items in the table are ranked in descending order of usage.

When this table is compared with its counterparts, Tables 7 and 14 (for district administrators and school board presidents respectively), it is found that five of the twelve items are shared with either of the other two tables, and only one of those items is in a similar ranking. It is also evident that CESA coordinators rated the Importance of these various items higher than did district administrators or school board presidents; two-thirds of the items on Table 21 were rated as of "high" or "very high" Importance by at least 83 percent of the coordinators.

DISCUSSION

This survey was designed to examine the importance and adequacy of Wisconsin DPI services and activities as perceived by local district administrators, school board presidents, elementary and secondary principals, and CESA coordinators. Its primary purpose was to provide information that could be used for decision making within the DPI. Detailed interpretation of differences in the Importance, Percent Served, and Quality ratings among the various items is neither feasible nor appropriate in this report.

Some caution is advisable when interpreting the Importance and Quality ratings of the various items, first, because of the breadth of the specific activities subsumed under some of the items, and second, because of the subjective nature of the rating process itself. A number of the items are very

broad and encompass a variety of more specific activities and processes that are carried out by a number of different people. Two items in the General Educational Services section referring to the administration of ESEA Title IV-B and Title IV-C funding are good examples of this. A number of different DPI staff members are involved in the various activities associated with the administration of these funds. The global ratings of either of these items' Importance and Quality by a particular respondent are their subjective responses to their experiences and impressions associated with these various Title IV-B and IV-C activities and personnel. In other words, each of the ratings by a respondent is a global reaction to a variety of activities and persons.

The subjective nature of these ratings was underscored by comments on a note one administrator returned with his completed questionnaire. He wrote that spring was a poor time of year to administer such a survey, because of the various pressures associated with wrapping up the school year, and that he imagined that he would have responded very differently to the questionnaire had it been received in the fall.

Bearing these points about the global nature of the items and the subjectivity associated with any such rating process, some general patterns will be discussed.

In general, the ratings show that service activities of a general nature are judged important and used by many districts. Some of the more control-oriented or enforcement oriented activities were judged as important as these service activities, but, in general, service was considered more important than control. Such a finding is hardly surprising.

The Quality ratings of the service and control activities were comparable. This is heartening, because people generally do not like to be the recipients of control-oriented activities.

It is interesting to consider the findings of this survey in the context of the findings of a survey of public opinion which was also part of the SWAN study.[2] The Public Opinion survey obtained information by telephone interview from a random sample of 444 adult Wisconsin residents. One section of the interview asked about the importance of nine general DPI responsibilities, some of which were service-oriented and others control-oriented. The public rated the control-oriented responsibilities more important than the service activities.

It appears that educators are concerned about developing and maintaining quality educational programs and want various types of services--consultative, technical and financial--to help them do this. On the other hand, the public wants quality education and expects the DPI to insure that is occurs through various regulatory or control-oriented activities. In reality, the DPI is trying to do both. There are certain control or regulatory activities associated with various state and federal legislative enactments, and there are various service activities intended to maintain and improve instruction, administration, services and facilities.

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[2]Francis B. Evans and Judson A. Harmon, The Opinions of Wisconsin Residents About Educational Goals, Department of Public Instruction Responsibilities, Cost-Cutting Methods and Several General Issues (Madison: Wisconsin Department of Public Instruction, 1978).

A majority of the public consider all of the DPI responsibilities to be of high or very high importance, and over two-thirds of them rated the control-oriented activities at this level of importance. According to school administrators, the DPI is doing a good job on many of these services/activities, both service and control-oriented. According to the school board presidents, the DPI is not doing as good a job, and the activities/services are not as important. It is hoped that the results of this survey will contribute in some way to helping the DPI personnel make decisions that will meet the needs of all these various groups.

APPENDIX A

LOCAL SCHOOL DISTRICTS SAMPLED

DOUGLAS
BAYFIELD
ASHLAND
IRON
VILAS
BURNETT
WASHBURN
SAWYER
PRICE
FOREST
FLORENCE
ONEIDA
MARINETTE
POLK
BARRON
RUSK
LINCOLN
LANGLADE
TAYLOR
OCONTO
CHIPPEWA
ST CROIX
DUNN
MARATHON
MENOMINEE
CLARK
SHAWANO
DOOR
PIERCE
EAU CLAIRE
WOOD
PORTAGE
WAUPACA
BROWN
KEWAUNEE
OUTAGAMIE
PEPIN
BUFFALO
TREMPEALEAU
JACKSON
MANITOWOC
JUNEAU
ADAMS
WAUSHARA
WINNEBAGO
CALUMET
MONROE
LA CROSSE
MARQUETTE
GREEN LAKE
FOND DU LAC
SHEBOYGAN
VERNON
SAUK
COLUMBIA
DODGE
RICHLAND
CRAWFORD
DANE
JEFFERSON
WAUKESHA
MILWAUKEE
IOWA
GRANT
GREEN
ROCK
WALWORTH
RACINE
LA FAYETTE
KENOSHA

LOCAL SCHOOL DISTRICTS INCLUDED IN SAMPLE

FIVE LARGEST DISTRICTS (Map Symbol ⊙)

Milwaukee
Madison
Racine
Green Bay
Kenosha

ADDITIONAL 185 DISTRICTS IN SAMPLE

Abbotsford
Algoma
Alma
Alma Center
Almond
Altoona
Amery
Antigo
Appleton
Argyle
Arkansaw-Waterville
Ashland
Athens
Augusta
Balsam Lake-Centuria-Milltown
Bangor
Baraboo
Barron
Bayfield
Belleville
Belmont
Berlin
Black Earth-Mazomanie
Blair
Bonduel
JT #1, Boulder Junction, Et Al
Bowler
Brillion
No. 1 Bristol
Burlington
Campbellsport
Cassville
Chilton
Chippewa Falls
Clear Lake
Clintonville
Colby
Colfax
JT No. 7, Darien V, Et Al
Darlington
No. 7, Delafield
Delafield, Wales, Dousman
Dodgeville
No. 1 Dover
Eagle River
Eau Claire
Elcho
Elmwood
Elroy-Kendall-Wilton
Evansville
Fennimore
Florence
Fond du Lac
JT No. 2, Fox Point, Bayside
Franklin
Frederic
Gays Mills
JT No. 4, Geneva, Linn
Germantown
Gillet
Gilman
Gilmanton
Glendale-Nicolet U H S
Glenwood City
Grafton
Grantsburg
Greendale
Green Lake
Hamilton, Lisbon
Hammond
Hartford U H S
Hartland-Arrowhead-Merton UHS
Hayward
No. 22, Herman
Horicon
Hortonville
Juda
Juneau
Kaukauna
Kimberly
La Crosse
La Farge
JT No. 1, Lake Geneva C, Et Al
Lake Holcomb
Lancaster
Laona
Lena
Luck
Luxemburg-Casco
Manitowoc
Maple
Marshall
Marshfield
Medford
Menominee Indian
Menomonie
Mercer
JT No. 8, Merton, Chenequa
JT No. 9, Merton, Lisbon
JT No. 4, Merton, Ocono, Et Al
Middleton
Milton
JT #1, Minocqua, Et Al
Minocqua-Lakeland U H S
Minong-Gordon
Mishicot
Montello
Monticello, Et Al
Mosinee
Mount Horeb
Neenah
Neillsville
JT No. 3, Neosho, Et Al
New Richmond
Niagara
Norris Foundation, Vernon
Oak Creek
Oakfield
Ondossagon, Barksdale
Osceola
Oshkosh
Owen-Withee
Palmyra
Pardeeville
JT #1, Paris, Bristol
Park Falls

ADDITIONAL 185 DISTRICTS IN SAMPLE

Pepin
Phelps
Platteville
Plum City
Port Wing
Prairie du Chien
Prairie Farm
Prescott
Randolph
Random Lake
JT No. 1, Raymond, Dover, Norway
Reedsburg
Reedsville
Rice Lake
No. 2, Richfield
JT #11, Richfield, Erin
Richland Center
Rio
River Falls
Rosendale-Brandon
Saint Croix Falls
Salem U H S
No. 7, Salem
JT No. 9, Salem, Randall
Seymour
Shawano
Sheboygan Falls
Shiocton
Solon Springs
Southern Door
Spencer
Spooner
Spring Green-River Valley
Stratford
Sturgeon Bay
Sun Prairie
Suring
Thorp
#4, Twin Lakes
Valders
Viola-Readstown-West Lima
Wabeno
JT No. 1, Walworth V
Waterford
Waterloo
Watertown
Wausau
Wausaukee
Wautoma
Webster
West De Pere
Weston, Ironton
West Salem
Whitefish Bay
Whitehall
Whitewater
Winneconne
Wisconsin Rapids
JT No. 2, Yorkville, Ray Dov

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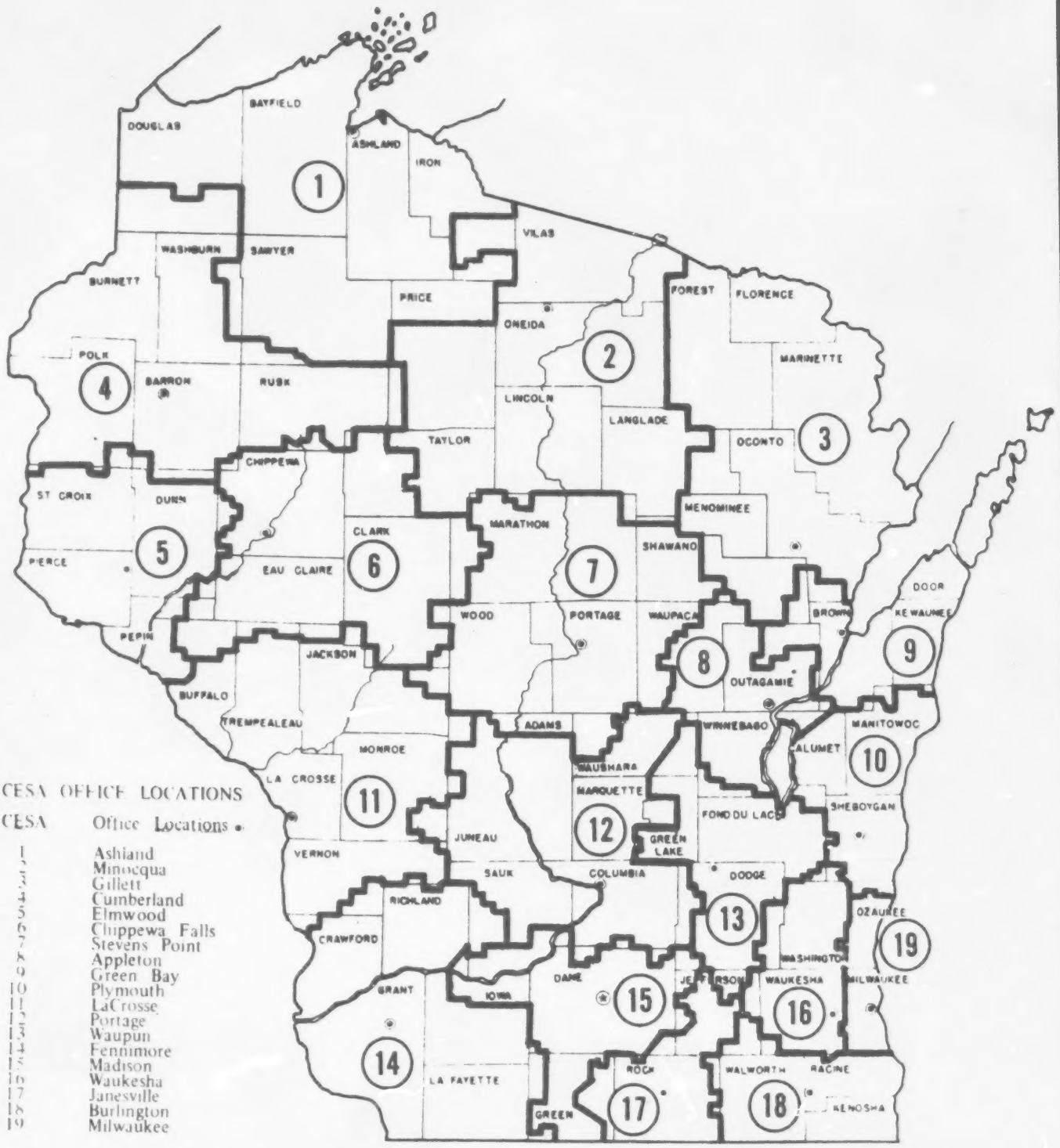
APPENDIX B

WISCONSIN COOPERATIVE EDUCATIONAL SERVICE AGENCIES



CESA OFFICE LOCATIONS

CESA	Office Locations
1	Ashland
2	Minocqua
3	Gillett
4	Cumberland
5	Elmwood
6	Chippewa Falls
7	Stevens Point
8	Appleton
9	Green Bay
10	Plymouth
11	LaCrosse
12	Portage
13	Waupun
14	Fennimore
15	Madison
16	Waukesha
17	Janesville
18	Burlington
19	Milwaukee

WISCONSIN COOPERATIVE EDUCATIONAL SERVICE AGENCIES

APPENDIX C

PHOTO-REDUCED COPY OF THE QUESTIONNAIRE

STATEWIDE ASSESSMENT OF EDUCATIONAL NEEDS

Directions:

All services and activities listed are currently provided by the Wisconsin Department of Public Instruction (DPI). If you are uncertain about an activity or whether it was received by your district, leave the item blank.

GENERAL EDUCATIONAL SERVICES	How IMPORTANT is this DPI activity? Circle the appropriate number. LEVEL OF IMPORTANCE					If your district received this service within the PAST 2 YEARS, circle YES and rate QUALITY. Otherwise, circle NO and do not rate QUALITY.		QUALITY OF ACTIVITY				
	Very Low	Low	Med.	High	Very High	RECEIVED IN PAST 2 YEARS?		Very Poor	Poor	Fair	Good	Very Good
1. Provide information in various curriculum areas on instructional methods, new developments, instructional materials, standards of competency, etc.	1	2	3	4	5	YES	NO	1	2	3	4	5
2. Provide consultant services on general instructional topics, such as classroom organization, scheduling, and discipline.	1	2	3	4	5	YES	NO	1	2	3	4	5
3. Provide assistance in choosing educational objectives and translating educational objectives into learning activities.	1	2	3	4	5	YES	NO	1	2	3	4	5
4. Monitor district compliance with the 13 standards.	1	2	3	4	5	YES	NO	1	2	3	4	5
5. Assist districts in developing programs and/or services which meet the spirit and intent of the 13 standards.	1	2	3	4	5	YES	NO	1	2	3	4	5
6. Provide consultation on pupil services (i.e. counseling and guidance, health, nursing, psychology, social work, etc.).	1	2	3	4	5	YES	NO	1	2	3	4	5
7. Provide information and inservice training to districts on career education, vocational education, and manpower development.	1	2	3	4	5	YES	NO	1	2	3	4	5
8. Provide leadership and assistance to schools in organizing and developing programs on career education, vocational education, and manpower development.	1	2	3	4	5	YES	NO	1	2	3	4	5

GENERAL EDUCATIONAL SERVICES (continued)	LEVEL OF IMPORTANCE					RECEIVED IN PAST 2 YEARS?	QUALITY OF ACTIVITY				
	Very Low	Low	Med.	High	Very High		Very Poor	Poor	Fair	Good	Very Good
9. Provide consultation on the development of alternative education and high school equivalency programs.	1	2	3	4	5	YES NO	1	2	3	4	5
10. Provide leadership and assistance in organizing and developing library media programs and related preservice and inservice education programs.	1	2	3	4	5	YES NO	1	2	3	4	5
11. Provide library services, including the distribution of publications, articles, and media presentations to schools.	1	2	3	4	5	YES NO	1	2	3	4	5
12. Provide inservice training to school personnel regarding the use of educational TV.	1	2	3	4	5	YES NO	1	2	3	4	5
13. Consult with districts on questions and problems related to the certification of teachers.	1	2	3	4	5	YES NO	1	2	3	4	5
14. Audit school district records of professional personnel to verify proper certification for assignment.	1	2	3	4	5	YES NO	1	2	3	4	5
15. Assist local school districts in developing inservice education strategies or models.	1	2	3	4	5	YES NO	1	2	3	4	5
16. Provide information on how to comply with laws prohibiting discrimination on the basis of sex.	1	2	3	4	5	YES NO	1	2	3	4	5
17. Administer Title IV-B ESEA funding.	1	2	3	4	5	YES NO	1	2	3	4	5
18. Administer Title IV-C ESEA funding.	1	2	3	4	5	YES NO	1	2	3	4	5

19. Does the DPI have adequate staff to carry out activities in this area of GENERAL EDUCATIONAL SERVICES? ☐ YES ☐ NO

20. List any important, unmet needs in this area: _____

SERVICES FOR THE EDUCATIONALLY DISADVANTAGED	LEVEL OF IMPORTANCE					RECEIVED IN PAST 2 YEARS?	QUALITY OF ACTIVITY				
	Very Low	Low	Med.	High	Very High		Very Poor	Poor	Fair	Good	Very Good
21. Administer Title I ESEA funds for the educationally deprived, to include the identification of qualifying agencies, the processing of documentation and the evaluation of current programs.	1	2	3	4	5	YES NO	1	2	3	4	5
22. Provide consultant services to assist districts in identifying educationally deprived students and developing local programs.	1	2	3	4	5	YES NO	1	2	3	4	5
23. Provide services in Indian education, including the administration of funds and provision of consultant services.	1	2	3	4	5	YES NO	1	2	3	4	5
24. Provide consultant services in bilingual-bicultural education to identify students in need, establish appropriate curricula, provide funding for local programs, and assist in basic subject areas.	1	2	3	4	5	YES NO	1	2	3	4	5
25. Administer the provision of funds to encourage/facilitate the transfer of students in attendance areas having greater than 30 percent minority enrollment to facilitate racial and cultural integration.	1	2	3	4	5	YES NO	1	2	3	4	5

26. Does the DPI have adequate staff to carry out activities in this area of SERVICES FOR THE EDUCATIONALLY DISADVANTAGED? ☐ YES ☐ NO

27. List any important, unmet needs in this area: _____

_____

SERVICES FOR THE HANDICAPPED	LEVEL OF IMPORTANCE						QUALITY OF ACTIVITY				
	Very Low	Low	Med.	High	Very High	RECEIVED IN PAST 2 YEARS?	Very Poor	Poor	Fair	Good	Very Good
28. Assist districts and CESAs in planning, implementing, and evaluating <u>new</u> programs for physically and mentally impaired children.	1	2	3	4	5	YES NO	1	2	3	4	5
29. Provide consultant services to districts in existing programs for the mentally, emotionally, or learning disabled children.	1	2	3	4	5	YES NO	1	2	3	4	5
30. Provide consultant services to districts in existing programs for physically impaired children.	1	2	3	4	5	YES NO	1	2	3	4	5
31. Provide assistance to districts and CESAs in developing programs in early childhood education for the handicapped.	1	2	3	4	5	YES NO	1	2	3	4	5
32. Provide social work assistance to handicapped students.	1	2	3	4	5	YES NO	1	2	3	4	5
33. Monitor and enforce the rules and regulations for Chapter 115, Wisconsin Statutes, concerning services for handicapped children, to include appeals and noncompliance hearings.	1	2	3	4	5	YES NO	1	2	3	4	5
34. Provide consultant services regarding all program areas for handicapped children to CESAs, county handicapped children's education boards, and district consortium programs (66.30).	1	2	3	4	5	YES NO	1	2	3	4	5
35. Provide consultant services for the Special Education Instructional Materials Centers.	1	2	3	4	5	YES NO	1	2	3	4	5
36. Review proposals for approval and administrate funds for the portion of Title VI-B of the Elementary and Secondary Education Act targeted for handicapped children.	1	2	3	4	5	YES NO	1	2	3	4	5
37. Assist districts and CESAs in identifying eligible students in need of handicapped services.	1	2	3	4	5	YES NO	1	2	3	4	5

SERVICES FOR THE HANDICAPPED (continued)	LEVEL OF IMPORTANCE						QUALITY OF ACTIVITY				
	Very Low	Low	Med.	High	Very High	RECEIVED IN PAST 2 YEARS?	Very Poor	Poor	Fair	Good	Very Good
38. Provide inservice training in the area of services for handicapped children.	1	2	3	4	5	YES NO	1	2	3	4	5
39. Assist schools in the implementation of student screening programs to detect impaired hearing and scoliosis.	1	2	3	4	5	YES NO	1	2	3	4	5
40. Provide for inservice training by the nursing specialists in the area of services for physically handicapped children.	1	2	3	4	5	YES NO	1	2	3	4	5
41. Provide consultative assistance in area of mainstreaming students with special needs into regular classrooms.	1	2	3	4	5	YES NO	1	2	3	4	5

42. Does the DPI have adequate staff to carry out activities in this are of SERVICES FOR THE HANDICAPPED? ☐ YES ☐ NO

43. List any important, unmet needs in this area: _____

STATE GENERAL FINANCIAL AIDS											
44. Distribute state funds for all types of aids, to include the gathering and reporting of financial information.	1	2	3	4	5	YES NO	1	2	3	4	5
45. Administer special tuition payments for students not residing in the school district.	1	2	3	4	5	YES NO	1	2	3	4	5
46. Provide financial consultation to school districts.	1	2	3	4	5	YES NO	1	2	3	4	5
47. Review and audit of various district and CESA financial operations and records concerning state-funded programs.	1	2	3	4	5	YES NO	1	2	3	4	5

48. Does the DPI have adequate staff to carry out activities in this area of STATE GENERAL FINANCIAL AIDS? ☐ YES ☐ NO

49. List any important, unmet needs in this area: _____

SERVICES FOR LEA ADMINISTRATION AND FOOD SERVICES	LEVEL OF IMPORTANCE					RECEIVED IN PAST 2 YEARS?	QUALITY OF ACTIVITY				
	Very Low	Low	Med.	High	Very High		Very Poor	Poor	Fair	Good	Very Good
50. Supervise and administer child nutrition programs, including contracting, funding, and food assistance, e.g., National School Lunch Program, Special Milk Program, School Breakfast Program, Donated Food Program, Child Care Food Program, and Summer Food Service Program for Children.	1	2	3	4	5	YES NO	1	2	3	4	5
51. Conduct onsite performance assessments of school and child care center food service operations.	1	2	3	4	5	YES NO	1	2	3	4	5
52. Provide training programs and workshops to district personnel related to food service.	1	2	3	4	5	YES NO	1	2	3	4	5
53. Provide assistance to local school districts for the development and implementation of nutrition education programs.	1	2	3	4	5	YES NO	1	2	3	4	5
54. Provide information and consultant assistance to school boards, administrators, and Agency School Committees relating to school district organization and administration.	1	2	3	4	5	YES NO	1	2	3	4	5
55. Provide assistance to CESAs in developing and implementing cooperative programs between schools.	1	2	3	4	5	YES NO	1	2	3	4	5
56. Provide training programs and consultant services related to student transportation to local school districts.	1	2	3	4	5	YES NO	1	2	3	4	5
57. Provide technical consultant services related to school construction, facilities operations, and energy conservation.	1	2	3	4	5	YES NO	1	2	3	4	5

58. Does the DPI have adequate staff to carry out activities in this area of SERVICES FOR LEA ADMINISTRATION AND FOOD SERVICES? ☐ YES ☐ NO

59. List any important, unmet needs in this area: _____

_____

TECHNICAL SUPPORT SERVICES TO DISTRICTS	LEVEL OF IMPORTANCE					RECEIVED IN PAST 2 YEARS?	QUALITY OF ACTIVITY				
	Very Low	Low	Med.	High	Very High		Very Poor	Poor	Fair	Good	Very Good
60. Conduct state pupil achievement assessment program.	1	2	3	4	5	YES NO	1	2	3	4	5
61. Assist districts to conduct assessments of educational needs throughout the district.	1	2	3	4	5	YES NO	1	2	3	4	5
62. Provide consultant services to districts and CESAs on various methods and techniques of planning and evaluation for general application.	1	2	3	4	5	YES NO	1	2	3	4	5
63. Distribute technical and informative publications from various sections and programs within the DPI to public schools.	1	2	3	4	5	YES NO	1	2	3	4	5
64. Collect and summarize general educational data from districts and CESAs for general use.	1	2	3	4	5	YES NO	1	2	3	4	5
65. Provide technical assistance to districts in the development of data processing and information systems.	1	2	3	4	5	YES NO	1	2	3	4	5
66. Conduct searches of the literature on educational topics as requested by district and CESA personnel.	1	2	3	4	5	YES NO	1	2	3	4	5

67. Does the DPI have adequate staff to carry out activities in this area of TECHNICAL SUPPORT SERVICES TO DISTRICTS? ☐ YES ☐ NO

68. List any important, unmet needs in this area: _____

_____

APPENDIX D

ITEM-BY-ITEM RESPONSES FOR ALL FIVE RESPONDENT GROUPS

1. Provide information in various curriculum areas on instructional methods, new developments, instructional materials, standards of competency, etc.

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	30.9%	30.1%	31.5%	14.2%	27.8%
High	49.1	49.1	31.4	42.9	33.3
Medium	15.4	14.4	29.4	22.4	27.8
Low	1.3	2.1	0.9	1.8	0.0
Very Low	1.3	0.0	0.4	5.0	0.0
Not Ascert.	2.0	4.3	6.4	13.7	11.1
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%
RECEIVED THE SERVICE?					
Yes	79.6%	80.2%	62.2%	63.9%	77.8%
No	16.4	9.2	15.6	14.9	16.7
Not Ascert.	3.9	10.5	22.2	21.2	5.6
TOTAL	99.9%	99.9%	100.0%	100.0%	100.1%
QUALITY					
Very Good	15.1%	12.7%	10.8%	11.2%	33.3%
Good	47.8	42.8	36.5	35.2	38.9
Fair	14.7	22.1	13.6	12.5	5.6
Poor	1.3	2.1	1.3	3.7	0.0
Very Poor	0.7	0.0	0.0	1.2	0.0
Inapprop.	16.4	9.2	15.6	14.9	16.7
Not Ascert.	3.9	11.0	22.2	21.2	5.6
TOTAL	99.9%	99.9%	100.0%	99.9%	100.1%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

2. Provide consultant services on general instructional topics, such as classroom organization, scheduling, and dicipline.

RESPONDENT GROUPS

	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	10.5%	8.6%	17.5%	8.7%	22.2%
High	27.5	35.6	16.6	18.0	33.3
Medium	32.5	29.8	43.6	37.9	16.7
Low	14.7	8.6	9.6	10.5	0.0
Very Low	8.8	6.9	1.3	7.5	16.7
Not Ascert.	5.9	10.4	11.2	17.4	11.1
TOTAL	99.9%	99.9%	99.8%	100.0%	100.0%
RECEIVED THE SERVICE?					
Yes	24.9%	18.5%	26.7%	37.2%	38.9%
No	66.6	63.3	43.9	40.4	50.0
Not Ascert.	8.5	18.1	29.4	22.4	11.1
TOTAL	100.0%	99.9%	100.0%	100.0%	100.0%
QUALITY					
Very Good	4.6%	1.5%	2.1%	7.5%	22.2%
Good	13.7	10.9	12.6	8.0	16.7
Fair	5.3	5.6	10.5	15.5	0.0
Poor	1.3	0.5	1.3	3.7	0.0
Very Poor	0.0	0.0	0.0	2.5	0.0
Inapprop.	66.6	63.3	43.9	40.4	50.0
Not Ascert.	8.5	18.1	29.6	22.4	11.1
TOTAL	100.0%	99.9%	100.0%	100.0%	100.0%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

3. Provide assistance in choosing educational objectives and translating educational objectives into learning activities.

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	15.8%	18.9%	18.3%	6.2%	22.2%
High	36.4	29.9	25.3	31.0	16.7
Medium	30.1	29.2	19.1	23.0	38.9
Low	7.2	7.1	16.7	13.7	0.0
Very Low	3.9	1.0	1.5	5.0	0.0
Not Ascert.	6.6	14.0	19.1	21.2	22.2
TOTAL	100.0%	100.1%	100.0%	100.1%	100.0%
RECEIVED THE SERVICE?					
Yes	27.1%	23.4%	17.4%	27.2%	44.4%
No	65.0	56.4	45.5	40.4	27.8
Not Ascert.	7.9	20.2	37.1	32.4	27.8
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%
QUALITY					
Very Good	6.6%	1.5%	1.3%	2.5%	16.7%
Good	18.7	15.5	11.7	12.3	22.2
Fair	1.9	5.9	2.4	7.5	5.6
Poor	0.0	0.5	1.3	2.5	0.0
Very Poor	0.0	0.0	0.6	1.2	0.0
Inapprop.	65.0	56.4	45.5	40.4	27.8
Not Ascert.	7.9	20.2	37.1	33.6	27.8
TOTAL	100.1%	100.0%	99.9%	100.0%	100.1%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

4. Monitor district compliance with the 13 standards.

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	13.8%	15.4%	20.6%	12.5%	11.1%
High	26.5	35.1	31.8	24.2	22.2
Medium	25.3	34.1	26.2	26.0	22.2
Low	20.4	6.9	10.6	14.9	0.0
Very Low	11.5	2.5	2.7	11.2	16.7
Not Ascert.	2.6	5.9	8.1	11.2	27.8
TOTAL	100.1%	99.9%	100.0%	100.0%	100.0%
RECEIVED THE SERVICE?					
Yes	53.1%	67.7%	61.1%	60.9%	27.8%
No	41.0	24.6	17.8	26.7	50.0
Not Ascert.	5.9	7.7	21.1	12.5	22.2
TOTAL	100.0%	100.0%	100.0%	100.1%	100.0%
QUALITY					
Very Good	12.8%	13.5%	17.8%	13.7%	11.1%
Good	26.9%	35.0	25.3	27.2	11.1
Fair	10.1	16.1	14.3	16.2	5.6
Poor	3.3	2.0	0.4	3.7	0.0
Very Poor	0.0	0.5	0.0	0.0	0.0
Inapprop.	41.0	24.6	17.8	26.7	50.0
Not Ascert.	5.9	8.2	24.4	12.5	22.2
TOTAL	100.0%	99.9%	100.0%	100.0%	100.0%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

5. **Assist districts in developing programs and/or services which meet the spirit and intent of the 13 standards.**

RESPONDENT GROUPS

	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	25.6%	18.5%	23.2%	15.5%	27.8%
High	34.4	45.1	43.2	36.0	33.3
Medium	22.0	22.4	14.8	18.7	11.1
Low	10.5	3.0	4.3	8.7	0.0
Very Low	5.5	1.0	0.4	7.5	16.7
Not Ascert.	2.0	10.0	14.1	13.7	11.1
TOTAL	100.0%	100.0%	100.0%	100.1%	100.0%
RECEIVED THE SERVICE?					
Yes	53.1%	51.1%	43.6%	56.6%	44.4%
No	41.6	30.2	23.9	24.2	33.3
Not Ascert.	5.3	18.7	32.5	19.2	22.2
TOTAL	100.0%	100.0%	100.0%	100.0%	99.9%
QUALITY					
Very Good	11.8%	4.1%	5.5%	12.5%	5.6%
Good	22.0	30.7	16.7	23.0	33.3
Fair	15.4	12.7	19.1	17.4	0.0
Poor	3.3	1.6	2.1	3.7	5.6
Very Poor	0.0	1.5	0.0	0.0	0.0
Inapprop.	41.6	30.2	23.9	24.2	33.3
Not Ascert.	5.9	19.2	32.7	19.2	22.2
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

6. Provide consultation on pupil services (i.e. counseling and guidance, health, nursing, psychology, social work, etc.).

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	16.1%	10.7%	22.1%	7.5%	22.2%
High	37.4	43.7	33.3	23.5	44.4
Medium	32.5	23.0	21.5	35.4	22.2
Low	5.5	6.9	4.5	7.5	0.0
Very Low	3.9	1.5	0.2	7.5	5.6
Not Ascert.	4.6	14.1	18.5	18.7	5.6
TOTAL	100.0%	99.9%	100.1%	100.1%	100.0%
RECEIVED THE SERVICE?					
Yes	49.4%	38.9%	39.2%	34.7%	77.8%
No	44.7	39.4	28.9	34.9	16.7
Not Ascert.	5.9	21.6	31.9	30.4	5.6
TOTAL	100.0%	99.9%	100.0%	100.0%	100.1%
QUALITY					
Very Good	9.9%	3.6%	4.3%	3.7%	38.9%
Good	25.7	20.6	24.0	14.9	27.8
Fair	9.9	10.7	9.9	13.5	0.0
Poor	2.6	3.6	0.4	2.5	5.6
Very Poor	1.3	0.5	0.6	0.0	0.0
Inapprop.	44.7	39.4	28.9	34.9	16.7
Not Ascert.	5.9	21.6	31.9	30.4	11.1
TOTAL	100.0%	100.0%	100.0%	99.9%	100.1%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

7. Provide information and inservice training to districts on career education, vocational education, and manpower development.

RESPONDENT GROUPS

	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	12.8%	14.5%	11.0%	7.5%	22.2%
High	42.9	42.7	23.3	37.2	33.3
Medium	33.1	25.0	23.0	26.7	27.8
Low	4.6	6.4	8.1	10.0	0.0
Very Low	1.3	1.5	0.4	3.7	0.0
Not Ascert.	5.3	9.9	34.2	14.9	16.7
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%
RECEIVED THE SERVICE?					
Yes	49.4%	41.8%	24.8%	41.5%	66.7%
No	42.7	39.0	30.2	32.4	22.2
Not Ascert.	7.9	19.2	45.0	26.2	11.1
TOTAL	100.0%	100.0%	100.0%	100.1%	100.0%
QUALITY					
Very Good	8.8%	5.1%	2.8%	3.7%	11.1%
Good	26.5	25.0	11.3	18.0	33.3
Fair	12.1	10.2	10.0	17.3	11.1
Poor	2.0	1.5	0.0	1.2	11.1
Very Poor	0.0	0.0	0.7	0.0	0.0
Inapprop.	42.7	39.0	30.2	32.4	22.2
Not Ascert.	7.9	19.2	45.0	27.4	11.1
TOTAL	100.0%	100.0%	100.0%	100.0%	99.9%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

8. Provide leadership and assistance to schools in organizing and developing programs on career education, vocational education, and manpower development.

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	12.4%	16.8%	12.6%	6.2%	22.2%
High	41.6	43.6	32.5	36.7	44.4
Medium	34.8	20.4	21.7	28.5	22.2
Low	6.6	5.8	4.1	8.7	0.0
Very Low	1.3	1.5	0.7	3.7	0.0
Not Ascert.	3.3	12.0	28.3	16.2	11.1
TOTAL	100.0%	100.1%	99.9%	100.0%	99.9%
RECEIVED THE SERVICE?					
Yes	45.8%	34.8%	19.2%	38.4%	61.1%
No	47.6	43.0	35.0	36.1	33.3
Not Ascert.	6.6	22.2	45.7	25.4	5.6
TOTAL	100.0%	100.0%	99.9%	99.9%	100.0%
QUALITY					
Very Good	8.2%	5.6%	1.9%	3.7%	16.7%
Good	26.5	14.7	11.4	20.5	22.2
Fair	9.9	10.5	5.2	11.7	16.7
Poor	0.7	2.0	0.8	1.2	5.6
Very Poor	0.7	0.5	0.0	0.0	0.0
Inapprop.	47.6	43.0	35.0	36.1	33.3
Not Ascert.	6.6	23.7	45.7	26.7	5.6
TOTAL	100.2%	100.0%	100.0%	99.9%	100.1%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

9. Provide consultation on the development of alternative education and high school equivalency programs.

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	8.5%	16.0%	9.1%	5.0%	5.6%
High	28.8	28.8	24.0	18.7	22.2
Medium	29.5	26.0	20.5	34.7	16.7
Low	17.1	8.9	3.3	13.0	16.7
Very Low	8.2	4.1	1.1	7.5	11.1
Not Ascert.	7.9	16.3	41.9	21.2	27.8
TOTAL	100.0%	100.1%	99.9%	100.1%	100.1%
RECEIVED THE SERVICE?					
Yes	10.1%	11.4%	5.6%	11.2%	5.6%
No	78.0	63.3	30.3	55.9	66.7
Not Ascert.	11.8	25.3	64.1	32.9	27.8
TOTAL	99.9%	100.0%	100.0%	100.0%	100.1%
QUALITY					
Very Good	2.0%	2.5%	0.0%	1.2%	0.0%
Good	4.2	4.7	4.0	2.5	5.6
Fair	3.3	2.6	1.7	3.7	0.0
Poor	0.7	1.5	0.0	2.5	0.0
Very Poor	0.0	0.0	0.0	0.0	0.0
Inapprop.	78.0	63.3	30.3	55.9	66.7
Not Ascert.	11.8	25.3	64.1	34.2	27.8
TOTAL	100.0%	99.9%	100.1%	100.0%	100.1%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

10. Provide leadership and assistance in organizing and developing library media programs and related preservice and inservice education programs.

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	13.1%	10.7%	20.6%	7.5%	16.7%
High	43.4	45.6	32.0	33.5	38.9
Medium	33.6	28.2	20.0	35.4	16.7
Low	3.9	3.0	0.7	6.2	5.6
Very Low	0.7	1.1	0.7	3.7	5.6
Not Ascert.	5.3	11.4	26.1	13.7	16.7
TOTAL	100.0%	100.0%	100.1%	100.0%	100.2%
RECEIVED THE SERVICE?					
Yes	44.2%	37.1%	28.9%	45.9%	50.0%
No	47.2	44.9	26.2	28.6	38.9
Not Ascert.	8.5	18.1	44.8	25.4	11.1
TOTAL	99.9%	100.1%	99.9%	99.9%	100.0%
QUALITY					
Very Good	8.5%	3.6%	7.2%	5.0%	11.1%
Good	25.9	23.6	17.7	20.5	33.3
Fair	6.9	9.9	2.5	16.7	0.0
Poor	2.0	0.0	0.7	1.2	5.6
Very Poor	0.9	0.0	0.2	1.2	0.0
Inapprop.	47.2	44.9	26.2	28.6	38.9
Not Ascert.	8.5	18.1	45.5	26.7	11.1
TOTAL	99.9%	100.1%	100.0%	99.9%	100.0%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

11. Provide library services, including the distribution of publications, articles, and media presentations to schools.

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	7.2%	8.2%	16.3%	5.0%	11.1%
High	32.5	25.2	26.2	24.2	33.3
Medium	37.4	36.4	27.8	33.6	16.7
Low	13.4	12.7	9.8	13.5	0.0
Very Low	4.9	2.1	0.4	3.7	11.1
Not Ascert.	4.6	15.5	19.4	19.9	27.8
TOTAL	100.0%	100.1%	99.9%	99.9%	100.0%
RECEIVED THE SERVICE?					
Yes	38.7%	25.2%	29.6%	37.9%	44.4%
No	52.1	49.1	31.8	30.4	33.3
Not Ascert.	9.2	25.8	38.7	31.7	22.2
TOTAL	100.0%	100.1%	100.1%	100.0%	99.9%
QUALITY					
Very Good	5.9%	2.2%	7.1%	3.7%	11.1%
Good	19.3	13.8	14.0	16.7	16.7
Fair	11.5	8.1	7.5	14.9	5.6
Poor	1.3	0.0	0.2	1.2	5.6
Very Poor	0.7	0.0	0.0	1.2	0.0
Inapprop.	52.1	49.1	31.8	30.4	33.3
Not Ascert.	9.2	26.8	39.3	31.7	27.8
TOTAL	100.0%	100.0%	99.9%	99.8%	100.1%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

12. Provide inservice training to school personnel regarding the use of educational TV.

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	7.2%	10.1%	13.8%	1.2%	33.3%
High	19.3	22.9	21.1	18.7	33.3
Medium	35.1	28.7	29.9	29.0	22.2
Low	23.2	16.9	12.8	22.4	0.0
Very Low	6.6	4.9	1.1	7.5	0.0
Not Ascert.	8.5	16.4	21.3	21.2	11.1
TOTAL	99.9%	99.9%	100.0%	100.0%	99.9%
RECEIVED THE SERVICE?					
Yes	12.5%	13.4%	14.5%	18.7%	66.7%
No	75.0	60.8	41.8	52.1	22.2
Not Ascert.	12.5	25.8	43.7	29.2	11.1
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%
QUALITY					
Very Good	1.3%	3.6%	6.6%	0.0%	22.2%
Good	6.6	4.8	3.3	11.2	22.2
Fair	3.9	3.6	3.5	5.0	16.7
Poor	0.0	1.5	1.1	1.2	0.0
Very Poor	0.0	0.0	0.0	1.2	5.6
Inapprop.	75.0	60.8	41.8	52.1	22.2
Not Ascert.	13.1	25.8	43.7	29.2	11.1
TOTAL	99.9%	100.1%	100.0%	99.9%	100.0%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

13. Consult with districts on questions and problems related to the certification of teachers.

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	33.1%	33.7%	30.0%	23.0%	38.9%
High	37.0	45.6	28.6	31.0	44.4
Medium	21.3	13.3	16.1	21.2	11.1
Low	3.9	1.0	6.5	6.2	0.0
Very Low	0.7	0.5	0.9	3.7	5.6
Not Ascert.	3.9	5.8	17.9	14.9	0.0
TOTAL	99.9%	99.9%	100.0%	100.0%	100.0%
RECEIVED THE SERVICE?					
Yes	82.9%	74.5%	43.1%	63.9%	94.4%
No	13.1	14.6	17.0	13.7	5.6
Not Ascert.	3.9	10.8	39.8	22.4	0.0
TOTAL	99.9%	99.9%	99.9%	100.0%	100.0%
QUALITY					
Very Good	24.3%	12.8%	7.6%	12.5%	33.3%
Good	38.6	43.2	22.5	32.2	44.4
Fair	12.8	11.5	8.9	11.2	5.6
Poor	5.3	4.1	3.1	5.0	5.6
Very Poor	1.3	1.0	0.2	1.2	0.0
Inapprop.	13.1	14.6	17.0	13.7	5.6
Not Ascert.	4.6	12.9	40.6	24.2	5.6
TOTAL	100.0%	100.1%	99.9%	100.0%	100.1%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

14. Audit school district records of professional personnel to verify proper certification for assignment.

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	17.7%	22.1%	15.3%	12.5%	22.2%
High	31.5	40.4	25.5	31.0	16.7
Medium	30.4	21.1	23.6	20.5	27.8
Low	11.8	3.7	9.4	12.5	11.1
Very Low	4.6	2.0	1.8	10.0	11.1
Not Ascert.	3.9	10.7	24.5	13.7	11.1
TOTAL	99.9%	100.0%	100.0%	100.2%	100.0%
RECEIVED THE SERVICE?					
Yes	78.3%	68.0%	33.1%	57.7%	66.7%
No	17.1	13.3	15.6	17.4	22.2
Not Ascert.	4.6	18.7	51.3	24.9	11.1
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%
QUALITY					
Very Good	21.7%	12.4%	9.7%	11.2%	27.8%
Good	37.3	43.4	16.0	35.4	16.7
Fair	10.1	8.2	5.2	6.8	16.7
Poor	6.6	3.6	0.4	2.5	0.0
Very Poor	1.3	0.5	0.0	1.2	0.0
Inapprop.	17.1	13.3	15.6	17.4	22.2
Not Ascert.	5.9	18.7	53.1	25.4	16.7
TOTAL	100.0%	100.1%	100.0%	99.9%	100.1%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

15. Assist local school districts in developing inservice education strategies or models.

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	12.8%	15.0%	18.9%	3.7%	27.8%
High	31.8	31.4	32.2	26.7	22.2
Medium	31.7	31.3	15.8	39.1	22.2
Low	9.2	4.6	10.3	6.8	0.0
Very Low	6.6	1.5	0.4	3.7	5.6
Not Ascert.	7.9	16.3	22.4	19.9	22.2
TOTAL	100.0%	100.1%	100.0%	99.9%	100.0%
RECEIVED THE SERVICE?					
Yes	23.3%	15.9%	20.7%	19.2%	50.0%
No	66.9	55.2	31.1	51.6	38.9
Not Ascert.	9.9	28.9	48.2	29.2	11.1
TOTAL	100.1%	100.0%	100.0%	100.0%	100.0%
QUALITY					
Very Good	6.6%	2.1%	4.8%	1.2%	22.2%
Good	8.5	7.8	8.5	9.3	11.1
Fair	3.6	4.6	5.5	6.2	0.0
Poor	3.3	1.0	1.6	1.2	16.7
Very Poor	1.3	0.5	0.0	0.0	0.0
Inapprop.	66.9	55.2	31.1	51.6	38.9
Not Ascert.	9.9	28.9	48.4	30.4	11.1
TOTAL	100.1%	100.1%	99.9%	99.9%	100.0%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

16. Provide information on how to comply with laws prohibiting discrimination on the basis of sex.

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	9.2%	9.9%	18.2%	6.2%	33.3%
High	31.7	35.1	20.8	22.3	22.2
Medium	32.2	24.7	37.0	32.9	22.2
Low	12.5	13.7	3.4	13.7	5.6
Very Low	12.5	4.1	1.6	10.0	11.1
Not Ascert.	2.0	12.5	19.1	14.9	5.6
TOTAL	100.1%	100.0%	100.1%	100.0%	100.0%
RECEIVED THE SERVICE?					
Yes	56.0%	40.6%	35.0%	47.2%	94.4%
No	36.8	31.5	21.3	31.1	0.0
Not Ascert.	7.2	27.9	43.7	21.7	5.6
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%
QUALITY					
Very Good	8.8%	7.3%	3.2%	3.7%	44.4%
Good	28.2	16.8	17.5	22.4	27.8
Fair	15.0	14.1	14.2	17.3	0.0
Poor	3.3	1.5	0.0	2.5	11.1
Very Poor	0.7	0.0	0.0	1.2	5.6
Inapprop.	36.8	31.5	21.3	31.1	0.0
Not Ascert.	7.2	28.9	43.7	21.7	11.1
TOTAL	100.0%	100.1%	99.9%	99.9%	100.0%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

17. Administer Title IV-B ESEA funding.

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	21.6%	15.5%	11.6%	11.2%	11.1%
High	47.2	41.0	36.9	32.8	27.8
Medium	20.7	22.6	21.4	24.9	16.7
Low	3.3	1.5	1.3	1.2	5.6
Very Low	1.3	0.0	1.2	2.5	11.1
Not Ascert.	5.9	19.4	27.6	27.4	27.8
TOTAL	100.0%	100.0%	100.0%	100.0%	100.1%
RECEIVED THE SERVICE?					
Yes	77.7%	52.2%	49.5%	55.2%	33.3%
No	13.8	18.3	5.4	12.5	38.9
Not Ascert.	8.5	29.4	45.2	32.4	27.8
TOTAL	100.0%	99.9%	100.1%	100.1%	100.0%
QUALITY					
Very Good	20.7%	9.1%	10.6%	10.0%	5.6%
Good	40.7	31.2	30.0	23.0	27.8
Fair	14.4	10.2	8.7	18.0	0.0
Poor	2.0	0.5	0.0	2.5	0.0
Very Poor	0.0	0.5	0.2	1.2	0.0
Inapprop.	13.8	18.3	5.4	12.5	38.9
Not Ascert.	8.5	30.0	45.2	32.9	27.8
TOTAL	100.1%	99.8%	100.1%	100.1%	100.1%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

18. Administer Title IV-C ESEA funding.

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	16.3%	14.5%	8.9%	8.7%	27.8%
High	44.9	39.0	36.6	35.2	33.3
Medium	21.0	21.3	20.9	23.7	11.1
Low	3.3	1.5	0.2	2.5	5.6
Very Low	3.3	0.5	1.4	2.5	5.6
Not Ascert.	11.2	23.2	31.9	27.4	16.7
TOTAL	100.0%	100.0%	99.9%	100.0%	100.1%
RECEIVED THE SERVICE?					
Yes	50.7%	43.1%	40.2%	42.7%	72.2%
No	37.5	24.4	14.1	24.9	16.7
Not Ascert.	11.8	32.5	45.7	32.4	11.1
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%
QUALITY					
Very Good	8.2%	7.1%	7.9%	3.7%	27.8%
Good	24.1	18.6	19.1	19.9	22.2
Fair	10.5	14.8	6.0	12.3	16.7
Poor	3.3	0.0	1.3	2.5	0.0
Very Poor	3.9	1.5	0.2	3.7	5.6
Inapprop.	37.5	24.4	14.1	24.9	16.7
Not Ascert.	12.5	33.6	51.3	32.9	11.1
TOTAL	100.0%	100.0%	99.9%	99.9%	100.1%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

19. Does the DPI have adequate staff to carry out activities in this area of GENERAL EDUCATIONAL SERVICES?

RESPONDENT GROUPS

	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RESPONSE					
Yes	65.3%	61.1%	54.6%	65.1%	50.0%
No	26.6	21.7	22.1	12.5	38.9
Not Ascert.	8.2	17.1	23.3	22.4	11.1
TOTAL	100.1%	99.9%	100.0%	100.0%	100.0%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

21. **Administer Title I ESEA funds for the educationally deprived, to include the identification of qualifying agencies, the processing of documentation, and the evaluation of current programs.**

RESPONDENT GROUPS

RATING:	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
IMPORTANCE					
Very High	19.3%	12.5%	15.7%	11.2%	22.2%
High	48.5	49.1	42.8	41.5	33.3
Medium	22.3	17.2	15.0	26.2	22.2
Low	3.3	3.6	9.9	2.5	0.0
Very Low	3.9	0.0	0.9	6.2	5.6
Not Ascert.	2.6	17.6	15.6	12.5	16.7
TOTAL	99.9%	100.0%	99.9%	100.1%	100.0%
RECEIVED THE SERVICE?					
Yes	82.9%	56.5%	57.3%	68.9%	77.8%
No	13.8	16.6	9.9	10.0	11.1
Not Ascert.	3.3	26.9	32.8	21.2	11.1
TOTAL	100.0%	100.0%	100.0%	100.1%	100.0%
QUALITY					
Very Good	11.8%	6.2%	11.3%	6.2%	11.1%
Good	36.4	32.5	29.7	29.2	27.8
Fair	22.3	13.3	12.3	22.4	22.2
Poor	7.8	2.4	0.7	4.3	0.0
Very Poor	3.9	2.0	0.9	3.7	11.1
Inapprop.	13.8	16.6	9.9	10.0	11.1
Not Ascert.	3.9	26.9	35.3	24.2	16.7
TOTAL	99.9%	99.9%	100.1%	100.0%	100.0%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

22. Provide consultant services to assist districts in identifying educationally deprived students and developing local programs.

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	14.7%	11.1%	11.5%	11.2%	16.7%
High	35.1	33.3	28.8	31.0	38.9
Medium	30.4	32.1	29.3	26.7	27.8
Low	9.2	6.2	9.8	7.5	5.6
Very Low	3.9	1.5	1.8	7.5	5.6
Not Ascert.	6.6	15.7	18.8	16.2	5.6
TOTAL	99.9%	99.9%	100.0%	100.1%	100.2%
RECEIVED THE SERVICE?					
Yes	48.5%	29.3%	31.0%	44.7%	77.8%
No	42.3	43.0	26.1	27.4	16.7
Not Ascert.	9.2	27.8	42.8	27.9	5.6
TOTAL	100.0%	100.1%	99.9%	100.0%	99.9%
QUALITY					
Very Good	8.5%	4.1%	3.4%	6.2%	11.1%
Good	20.3	14.6	13.5	17.3	38.9
Fair	13.4	6.4	9.8	14.9	16.7
Poor	5.5	2.7	2.5	5.0	11.1
Very Poor	0.7	1.5	0.9	1.2	0.0
Inapprop.	42.3	43.0	26.1	27.4	16.7
Not Ascert.	9.2	27.8	43.9	27.9	5.6
TOTAL	99.9%	100.1%	100.1%	99.9%	100.1%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

23. Provide services in Indian education, including the administration of funds and provision of consultant services.

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	5.9%	3.3%	8.9%	5.0%	5.6%
High	9.1	17.4	9.3	13.0	0.0
Medium	31.5	25.2	36.5	18.7	11.1
Low	15.4	11.8	8.5	11.7	22.2
Very Low	19.7	12.4	8.5	18.7	27.8
Not Ascert.	18.4	29.9	28.3	32.9	33.3
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%
RECEIVED THE SERVICE?					
Yes	9.1%	6.5%	21.5%	9.3%	11.1%
No	71.2	58.9	34.6	54.6	66.7
Not Ascert.	19.7	34.6	43.9	36.1	22.2
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%
QUALITY					
Very Good	1.3%	0.0%	0.0%	0.0%	0.0%
Good	2.3	3.6	7.8	1.2	5.6
Fair	1.3	2.4	5.7	3.0	5.6
Poor	3.9	0.0	5.7	5.0	0.0
Very Poor	0.3	0.5	0.0	0.0	0.0
Inapprop.	71.2	58.9	34.6	54.6	66.7
Not Ascert.	19.7	34.6	46.2	36.1	22.2
TOTAL	100.0%	100.0%	100.0%	99.9%	100.1%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

24. Provide consultant services in bilingual-bicultural education to identify students in need, establish appropriate curricula, provide funding for local programs, and assist in basic subject areas.

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	2.9%	2.3%	8.5%	2.5%	16.7%
High	14.3	17.0	10.3	8.6	22.2
Medium	28.9	31.6	32.0	26.2	11.1
Low	19.7	12.3	6.7	10.5	16.7
Very Low	16.4	9.4	10.6	18.7	16.7
Not Ascert.	17.7	27.4	32.0	33.6	16.7
TOTAL	99.9%	100.0%	100.1%	100.1%	100.1%
RECEIVED THE SERVICE?					
Yes	9.0%	8.4%	12.6%	11.0%	22.2%
No	72.6	58.2	36.6	49.8	55.6
Not Ascert.	18.4	33.4	50.8	39.1	22.2
TOTAL	100.0%	100.0%	100.0%	99.9%	100.0%
QUALITY					
Very Good	1.6%	0.0%	1.8%	0.0%	11.1%
Good	3.2	4.5	1.5	0.5	5.6
Fair	2.9	3.2	4.8	6.8	0.0
Poor	0.7	0.6	2.0	1.2	5.6
Very Poor	0.7	0.0	0.2	2.5	0.0
Inapprop.	72.6	58.2	36.6	49.8	55.6
Not Ascert.	18.4	33.4	53.0	39.1	22.2
TOTAL	100.1%	99.9%	99.9%	99.9%	100.1%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

25. Administer the provision of funds to encourage/facilitate the transfer of students in attendance areas having greater than 30 percent minority enrollment to facilitate racial and cultural integration.

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	3.9%	2.8%	6.3%	3.0%	5.6%
High	9.5	10.5	8.2	6.2	11.1
Medium	18.0	21.0	21.4	13.5	22.2
Low	21.7	14.6	7.3	13.7	11.1
Very Low	28.9	19.1	21.8	27.4	16.7
Not Ascert.	18.0	32.0	35.0	36.1	33.3
TOTAL	100.0%	100.0%	100.0%	99.9%	100.0%
RECEIVED THE SERVICE?					
Yes	4.5%	2.6%	4.1%	4.3%	5.6%
No	76.4	60.4	39.7	54.6	66.7
Not Ascert.	19.1	37.0	56.2	41.1	27.8
TOTAL	100.0%	100.0%	100.0%	100.0%	100.1%
QUALITY					
Very Good	0.3%	0.0%	0.0%	1.2%	0.0%
Good	1.3	1.5	3.2	1.8	0.0
Fair	2.3	1.0	0.7	0.0	0.0
Poor	0.0	0.0	0.0	1.2	5.6
Very Poor	0.7	0.0	0.0	0.0	0.0
Inapprop.	76.4	60.4	39.7	54.6	66.7
Not Ascert.	19.1	37.0	56.4	41.1	27.8
TOTAL	100.1%	99.9%	100.0%	99.9%	100.1%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

26. Does the DPI have adequate staff to carry out activities in this area of SERVICES FOR THE EDUCATIONALLY DISADVANTAGED?

RESPONDENT GROUPS

	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RESPONSE					
Yes	76.7%	51.8%	54.9%	69.6%	50.0%
No	6.2	8.0	12.4	3.0	22.2
Not Ascert.	17.1	40.2	32.8	27.4	27.8
TOTAL	100.0%	100.0%	100.1%	100.0%	100.0%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

28. Assist districts and CESAs in planning, implementing, and evaluating new programs for physically and mentally impaired children.

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	18.7%	10.4%	17.3%	12.5%	50.0%
High	40.6	42.4	31.4	38.6	38.9
Medium	26.9	24.5	27.8	22.8	5.6
Low	5.9	4.7	1.1	6.2	0.0
Very Low	3.3	3.0	2.2	5.0	0.0
Not Ascert.	4.6	15.0	20.1	14.9	5.6
TOTAL	100.0%	100.0%	99.9%	100.0%	100.1%
RECEIVED THE SERVICE?					
Yes	59.3%	38.8%	33.9%	55.9%	94.4%
No	31.5	31.8	22.5	19.9	0.0
Not Ascert.	9.2	29.3	43.5	24.2	5.6
TOTAL	100.0%	99.9%	99.9%	100.0%	100.0%
QUALITY					
Very Good	10.1%	5.7%	3.1%	7.5%	44.4%
Good	30.7	21.6	23.7	32.2	38.9
Fair	13.1	10.5	7.1	11.2	11.1
Poor	5.3	1.0	0.0	1.2	0.0
Very Poor	0.0	0.0	0.0	2.5	0.0
Inapprop.	31.5	31.8	22.5	19.9	0.0
Not Ascert.	9.2	29.3	43.5	25.4	5.6
TOTAL	99.9%	99.9%	99.9%	99.9%	100.0%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

29. Provide consultant services to districts in existing programs for the mentally, emotionally, or learning disabled children.

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	23.6%	17.5%	19.8%	17.4%	38.9%
High	44.2	46.7	28.8	36.0	50.0
Medium	23.7	17.9	31.0	20.5	5.6
Low	4.6	2.0	0.4	5.0	0.0
Very Low	1.3	1.5	0.2	3.7	0.0
Not Ascert.	2.6	14.3	19.6	17.4	5.6
TOTAL	100.0%	99.9%	99.8%	100.0%	100.1%
RECEIVED THE SERVICE?					
Yes	62.5%	49.5%	45.1%	59.6%	88.9%
No	31.5	26.9	12.4	18.7	5.6
Not Ascert.	5.9	23.5	42.5	21.7	5.6
TOTAL	99.9%	99.9%	100.0%	100.0%	100.1%
QUALITY					
Very Good	12.1%	7.9%	3.5%	6.2%	27.8%
Good	30.1	27.2	21.9	27.9	50.0
Fair	11.8	11.5	15.1	13.7	11.1
Poor	6.6	2.5	3.8	2.5	0.0
Very Poor	1.3	0.0	0.8	3.7	0.0
Inapprop.	31.5	26.9	12.4	18.7	5.6
Not Ascert.	6.6	24.0	42.5	27.2	5.6
TOTAL	100.0%	100.0%	100.0%	99.9%	100.1%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

30. Provide consultant services to districts in existing programs for physically impaired children.

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	20.0%	13.3%	15.5%	10.0%	33.3%
High	38.6	41.3	30.3	43.4	55.6
Medium	21.0	25.5	19.7	13.7	5.6
Low	8.5	2.5	7.2	5.5	0.0
Very Low	1.3	1.5	0.7	5.0	0.0
Not Ascert.	10.5	15.8	26.6	22.4	5.6
TOTAL	99.9%	99.9%	100.0%	100.0%	100.1%
RECEIVED THE SERVICE?					
Yes	37.6%	39.4%	30.9%	47.2%	77.8%
No	49.3	34.0	17.8	26.2	16.7
Not Ascert.	13.1	26.6	51.3	26.7	5.6
TOTAL	100.0%	100.0%	100.0%	100.1%	100.1%
QUALITY					
Very Good	6.8%	6.4%	4.2%	6.2%	16.7%
Good	18.3	22.3	15.9	16.7	38.9
Fair	10.5	9.2	10.0	15.5	16.7
Poor	2.0	0.0	0.2	2.5	5.6
Very Poor	0.0	0.0	0.6	3.7	0.0
Inapprop.	49.3	34.0	17.8	26.2	16.7
Not Ascert.	13.1	28.1	51.3	29.2	5.6
TOTAL	100.0%	100.0%	100.0%	100.0%	100.2%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

31. Provide assistance to districts and CESAs in developing programs in early childhood education for the handicapped.

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	14.7%	8.9%	16.5%	8.7%	38.9%
High	35.3	35.1	20.3	34.7	50.0
Medium	28.3	22.5	28.3	20.5	5.6
Low	7.9	8.1	4.7	5.0	0.0
Very Low	3.3	3.0	2.0	10.0	0.0
Not Ascert.	10.5	22.4	28.2	21.2	5.6
TOTAL	100.0%	100.0%	100.0%	100.1%	100.1%
RECEIVED THE SERVICE?					
Yes	38.6%	29.7%	28.1%	36.0%	77.8%
No	46.3	34.3	17.6	32.4	16.7
Not Ascert.	15.1	36.0	54.3	31.7	5.6
TOTAL	100.0%	100.0%	100.0%	100.1%	100.1%
QUALITY					
Very Good	7.5%	3.6%	3.4%	6.8%	50.0%
Good	21.2	18.2	16.9	16.7	22.2
Fair	7.2	5.9	4.9	7.5	5.6
Poor	2.6	1.5	3.0	2.5	0.0
Very Poor	0.0	0.0	0.0	2.5	0.0
Inapprop.	46.3	34.3	17.6	32.4	16.7
Not Ascert.	15.1	36.5	54.3	31.7	5.6
TOTAL	99.9%	100.0%	100.1%	100.1%	100.1%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

32. **Provide social work assistance to handicapped students.**

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	3.3%	4.1%	12.8%	7.5%	5.6%
High	16.7	20.3	19.6	17.4	16.7
Medium	36.7	31.6	21.0	21.7	27.8
Low	18.0	15.7	13.5	4.3	5.6
Very Low	14.1	4.1	3.1	22.4	11.1
Not Ascert.	11.2	24.2	30.1	26.7	33.3
TOTAL	100.0%	100.0%	100.1%	100.0%	100.1%
RECEIVED THE SERVICE?					
Yes	11.7%	11.9%	19.1%	14.2%	33.3%
No	70.2	46.5	25.7	47.9	55.6
Not Ascert.	18.0	41.6	55.2	37.9	11.1
TOTAL	99.9%	100.0%	100.0%	100.0%	100.0%
QUALITY					
Very Good	2.3%	1.7%	1.4%	2.5%	11.1%
Good	3.3	3.6	12.5	2.5	5.6
Fair	3.3	5.6	1.9	3.7	11.1
Poor	1.6	1.0	3.0	3.0	0.0
Very Poor	1.3	0.0	0.0	2.5	0.0
Inapprop.	70.2	46.5	25.7	47.9	55.6
Not Ascert.	18.0	41.6	55.5	37.9	16.7
TOTAL	100.0%	100.0%	100.0%	100.0%	100.1%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

33. Monitor and enforce the rules and regulations for Chapter 115, Wisconsin Statutes, concerning services for handicapped children, to include appeals and noncompliance hearings.

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	12.5%	15.3%	17.7%	12.5%	33.3%
High	35.3	41.8	28.7	25.4	38.9
Medium	35.8	21.9	24.0	24.2	16.7
Low	5.9	4.7	8.5	8.0	0.0
Very Low	5.9	3.0	1.1	10.0	0.0
Not Ascert.	4.6	13.3	20.0	19.9	11.1
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%
RECEIVED THE SERVICE?					
Yes	43.5%	36.8%	35.2%	33.5%	66.7%
No	44.7	36.1	18.9	37.9	16.7
Not Ascert.	11.8	27.1	46.0	28.6	16.7
TOTAL	100.0%	100.0%	100.1%	100.0%	100.1%
QUALITY					
Very Good	5.3%	4.1%	2.7%	6.2%	16.7%
Good	19.2	21.0	20.2	14.2	27.8
Fair	11.8	9.1	5.1	8.0	16.7
Poor	6.6	1.1	6.7	2.5	5.6
Very Poor	0.0	0.5	0.0	1.2	0.0
Inapprop.	44.7	36.1	18.9	37.3	16.7
Not Ascert.	12.5	28.1	46.4	29.9	16.7
TOTAL	100.1%	100.0%	100.0%	99.9%	100.2%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

34. **Provide consultant services regarding all program areas for handicapped children to CESAs, county handicapped children's education boards, and district consortium programs (66.30).**

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	16.4%	9.9%	10.3%	11.2%	61.1%
High	35.4	35.5	26.6	32.9	27.8
Medium	26.9	25.4	25.6	22.3	11.1
Low	5.3	5.9	5.9	5.0	0.0
Very Low	4.6	1.5	0.4	6.2	0.0
Not Ascert.	11.5	21.7	31.0	22.4	0.0
TOTAL	100.1%	99.9%	99.8%	100.0%	100.0%
RECEIVED THE SERVICE?					
Yes	41.0%	28.1%	21.0%	35.4%	94.4%
No	41.9	32.9	19.8	31.0	5.6
Not Ascert.	17.1	39.0	59.1	33.6	0.0
TOTAL	100.0%	100.0%	99.9%	100.0%	100.0%
QUALITY					
Very Good	7.2%	3.3%	1.1%	3.7%	33.3%
Good	20.7	15.4	8.5	14.2	50.0
Fair	10.5	8.4	8.1	10.0	11.1
Poor	2.0	0.5	3.1	3.7	0.0
Very Poor	0.7	0.5	0.2	2.5	0.0
Inapprop.	41.9	32.9	19.8	31.0	5.6
Not Ascert.	17.1	39.0	59.1	34.9	0.0
TOTAL	100.1%	100.0%	99.9%	100.0%	100.0%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

35. Provide consultant services for the Special Education Instructional Materials Centers.

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	5.3%	6.4%	13.8%	7.5%	33.3%
High	23.5	31.8	18.3	28.5	38.9
Medium	35.8	27.1	30.1	20.5	5.6
Low	17.7	11.1	2.2	10.0	5.6
Very Low	6.6	3.6	4.0	11.2	0.0
Not Ascert.	11.2	20.1	31.6	22.4	16.7
TOTAL	100.1%	100.1%	100.0%	100.1%	100.1%
RECEIVED THE SERVICE?					
Yes	21.2%	20.5%	13.6%	26.7%	72.2%
No	61.0	42.0	26.6	37.9	11.1
Not Ascert.	17.7	37.5	59.8	35.4	16.7
TOTAL	99.9%	100.0%	100.0%	100.0%	100.0%
QUALITY					
Very Good	2.0%	2.0%	2.9%	3.0%	55.6%
Good	12.0	14.3	4.1	12.5	11.1
Fair	5.9	4.2	4.1	8.7	5.6
Poor	1.3	0.0	1.8	1.2	0.0
Very Poor	0.0	0.0	0.0	1.2	0.0
Inapprop.	61.0	42.0	26.6	37.9	11.1
Not Ascert.	17.7	37.5	60.4	35.4	16.7
TOTAL	99.9%	100.0%	99.9%	99.9%	100.1%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

36. Review proposals for approval and administrate funds for the portion of Title VI-B of the Elementary and Secondary Education Act targeted for handicapped children.

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	12.5%	9.2%	12.5%	6.2%	55.6%
High	31.0	35.0	25.2	30.3	33.3
Medium	33.5	24.6	22.6	24.9	0.0
Low	7.2	6.7	3.0	7.5	5.6
Very Low	5.3	0.5	2.0	5.0	5.6
Not Ascert.	10.5	24.0	34.7	26.2	0.0
TOTAL	100.0%	100.0%	100.0%	100.1%	100.1%
RECEIVED THE SERVICE?					
Yes	33.6%	28.1%	21.5%	27.8%	83.3%
No	48.0	33.6	18.0	29.9	16.7
Not Ascert.	18.4	38.3	60.5	42.3	0.0
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%
QUALITY					
Very Good	6.2%	4.2%	1.3%	3.0%	50.0%
Good	17.3	16.3	11.5	11.0	27.8
Fair	9.5	6.6	6.4	10.0	5.6
Poor	0.7	0.0	1.2	2.5	0.0
Very Poor	0.0	0.0	0.0	1.2	0.0
Inapprop.	48.0	33.6	18.0	29.9	16.7
Not Ascert.	18.4	39.3	61.6	42.3	0.0
TOTAL	100.1%	100.0%	100.0%	99.9%	100.1%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

37. **Assist districts and CESAs in identifying eligible students in need of handicapped services.**

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	7.2%	10.7%	12.1%	10.0%	38.9%
High	27.1	28.9	24.7	27.4	27.8
Medium	30.2	24.6	19.8	19.8	27.8
Low	19.0	14.1	9.4	8.7	5.6
Very Low	9.2	3.0	6.7	13.7	0.0
Not Ascert.	7.2	18.6	27.3	20.5	0.0
TOTAL	99.9%	99.9%	100.0%	100.1%	100.1%
RECEIVED THE SERVICE?					
Yes	31.5%	24.4%	24.1%	28.6%	88.9%
No	53.1	36.8	20.4	34.7	5.6
Not Ascert.	15.4	38.7	55.5	36.7	5.6
TOTAL	100.0%	99.9%	100.0%	100.0%	100.1%
QUALITY					
Very Good	4.6%	2.2%	2.0%	0.0%	38.9%
Good	14.7	13.5	12.4	16.2	33.3
Fair	10.1	7.1	7.1	7.5	16.7
Poor	1.3	1.1	2.0	2.5	0.0
Very Poor	0.7	0.0	0.0	1.2	0.0
Inapprop.	53.1	36.8	20.4	34.7	5.6
Not Ascert.	15.4	39.3	56.1	37.9	5.6
TOTAL	99.9%	100.0%	100.0%	100.0%	100.1%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

38. **Provide inservice training in the area of services for handicapped children**

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	11.2%	11.6%	17.7%	7.5%	44.4%
High	33.1	33.2	27.3	29.7	33.3
Medium	37.7	24.5	20.5	25.4	16.7
Low	8.2	8.8	5.8	11.2	0.0
Very Low	3.9	2.0	1.3	7.5	0.0
Not Ascert.	5.9	19.9	27.4	18.7	5.6
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%
RECEIVED THE SERVICE?					
Yes	30.3%	13.1%	19.8%	21.0%	83.3%
No	57.2	50.3	30.8	41.1	11.1
Not Ascert.	12.5	36.5	49.4	37.9	5.6
TOTAL	100.0%	99.9%	100.0%	100.0%	100.0%
QUALITY					
Very Good	3.9%	3.0%	4.5%	4.3%	44.4%
Good	16.3	7.8	7.8	9.3	27.8
Fair	8.8	1.8	5.5	3.7	5.6
Poor	0.0	0.5	0.7	1.2	5.6
Very Poor	0.7	0.0	0.0	1.2	0.0
Inapprop.	57.2	50.3	30.8	41.1	11.1
Not Ascert.	13.1	36.5	50.8	39.1	5.6
TOTAL	100.0%	99.9%	100.1%	99.9%	100.1%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

39. Assist schools in the implementation of student screening programs to detect impaired hearing and scoliosis.

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	13.4%	12.5%	14.6%	8.7%	16.7%
High	32.5	30.1	22.5	23.0	33.3
Medium	25.8	23.2	18.1	29.7	33.3
Low	13.1	7.7	16.2	10.0	5.6
Very Low	6.6	6.9	2.5	8.7	0.0
Not Ascert.	8.5	19.6	26.2	19.9	11.1
TOTAL	99.9%	100.0%	100.1%	100.0%	100.0%
RECEIVED THE SERVICE?					
Yes	29.8%	29.5%	25.4%	28.5%	55.6%
No	55.8	35.9	22.7	37.4	33.3
Not Ascert.	14.5	34.7	51.9	34.2	11.1
TOTAL	100.1%	100.1%	100.0%	100.1%	100.0%
QUALITY					
Very Good	5.9%	7.1%	4.4%	3.7%	22.2%
Good	16.0	15.4	14.0	13.0	22.2
Fair	7.2	4.8	4.8	6.8	11.1
Poor	0.0	1.1	1.3	2.5	0.0
Very Poor	0.0	0.0	0.0	1.2	0.0
Inapprop.	55.8	35.9	22.7	37.4	33.3
Not Ascert.	15.1	35.7	52.8	35.4	11.1
TOTAL	100.0%	100.0%	100.0%	100.0%	99.9%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

40. Provide for inservice training by the nursing specialists in the area of services for physically handicapped children.

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	5.9%	9.0%	10.7%	7.5%	5.6%
High	23.6	22.0	16.8	18.7	16.7
Medium	34.5	34.6	21.1	32.2	33.3
Low	13.4	9.4	18.3	8.7	5.6
Very Low	10.1	3.6	1.3	7.5	11.1
Not Ascert.	12.5	21.4	31.7	25.4	27.8
TOTAL	100.0%	100.0%	99.9%	100.0%	100.1%
RECEIVED THE SERVICE?					
Yes	11.7%	10.5%	9.2%	13.7%	22.2%
No	71.2	52.0	33.2	45.9	55.6
Not Ascert.	17.1	37.5	57.6	40.4	22.2
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%
QUALITY					
Very Good	2.0%	0.5%	0.4%	2.5%	5.6%
Good	6.5	4.6	3.4	5.0	5.6
Fair	0.7	4.8	3.5	2.5	5.6
Poor	1.3	0.0	1.1	2.5	0.0
Very Poor	1.3	0.5	0.7	1.2	5.6
Inapprop.	71.2	52.0	33.2	45.9	55.6
Not Ascert.	17.1	37.5	57.7	40.4	22.2
TOTAL	100.1%	99.9%	100.0%	100.0%	100.2%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

41. **Provide consultative assistance in area of mainstreaming students with special needs into regular classrooms.**

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	14.4%	14.2%	22.9%	7.5%	27.8%
High	35.7	33.2	14.5	36.0	27.8
Medium	26.3	23.7	25.7	21.2	22.2
Low	7.9	7.2	8.2	5.0	5.6
Very Low	6.6	4.1	1.3	5.0	0.0
Not Ascert.	9.2	17.6	27.3	25.4	16.7
TOTAL	100.1%	100.0%	99.9%	100.1%	100.1%
RECEIVED THE SERVICE?					
Yes	26.1%	16.7%	14.5%	26.7%	66.7%
No	59.4	51.1	33.2	35.4	16.7
Not Ascert.	14.5	32.2	52.3	37.9	16.7
TOTAL	100.0%	100.0%	100.0%	100.0%	100.1%
QUALITY					
Very Good	3.3%	1.5%	2.9%	3.7%	22.2%
Good	14.0	6.3	5.2	11.7	22.2
Fair	6.6	6.9	5.5	8.7	16.7
Poor	0.9	1.5	0.7	2.5	0.0
Very Poor	0.7	0.5	0.0	0.0	5.6
Inapprop.	59.4	51.1	33.2	35.4	16.7
Not Ascert.	15.1	32.2	52.5	37.9	16.7
TOTAL	100.0%	100.0%	100.0%	99.9%	100.1%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

42. Does the DPI have adequate staff to carry out activities in this area of SERVICES FOR THE HANDICAPPED?

RESPONDENT GROUPS

RESPONSE	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
Yes	60.3%	46.4%	46.5%	55.9%	38.9%
No	22.3	13.4	18.3	9.3	44.4
Not Ascert.	17.4	40.2	35.2	34.9	16.7
TOTAL	100.0%	100.0%	100.0%	100.1%	100.0%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

44. Distribute state funds for all types of aids, to include the gathering and reporting of financial information.

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	51.7%	38.4%	30.8%	35.4%	61.1%
High	33.8	29.0	28.4	34.7	33.3
Medium	9.9	13.0	15.1	13.7	0.0
Low	0.7	1.0	0.9	2.5	0.0
Very Low	0.7	0.0	0.9	2.5	0.0
Not Ascert.	3.3	18.6	23.9	11.2	5.6
TOTAL	100.1%	100.0%	100.0%	100.0%	100.0%
RECEIVED THE SERVICE?					
Yes	82.3%	52.9%	42.1%	70.1%	94.4%
No	11.2	15.7	10.0	7.5	0.0
Not Ascert.	6.6	31.3	47.9	22.4	5.6
TOTAL	100.1%	99.9%	100.0%	100.0%	100.0%
QUALITY					
Very Good	34.7%	8.6%	2.7%	21.2%	38.9%
Good	34.1	35.6	22.9	31.0	33.3
Fair	10.1	7.2	14.6	11.2	11.1
Poor	2.0	0.5	0.8	3.7	5.6
Very Poor	0.7	0.0	0.4	1.2	5.6
Inapprop.	11.2	15.7	10.0	7.5	0.0
Not Ascert.	7.2	32.3	48.6	24.2	5.6
TOTAL	100.0%	99.9%	100.0%	100.0%	100.1%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

45. **Administer special tuition payments for students not residing in the school district.**

RESPONDENT GROUPS

	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	19.3%	9.2%	13.0%	8.7%	11.1%
High	23.9	24.4	26.7	23.5	16.7
Medium	23.3	20.2	16.1	15.5	22.2
Low	11.8	9.0	5.8	14.9	5.6
Very Low	8.2	6.6	2.7	12.5	16.7
Not Ascert.	13.4	30.5	35.7	24.9	27.8
TOTAL	99.9%	99.9%	100.0%	100.0%	100.1%
RECEIVED THE SERVICE?					
Yes	25.8%	17.2%	17.2%	19.1%	22.2%
No	55.1	40.6	24.2	42.3	61.1
Not Ascert.	19.1	42.2	58.6	38.6	16.7
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%
QUALITY					
Very Good	7.2%	1.1%	0.2%	5.0%	5.6%
Good	12.0	11.0	14.8	6.8	11.1
Fair	5.3	4.1	1.3	3.0	5.6
Poor	0.7	0.6	0.6	2.5	0.0
Very Poor	0.7	0.0	0.0	1.2	0.0
Inapprop.	55.1	40.6	24.2	42.3	61.1
Not Ascert.	19.1	42.7	58.8	39.1	16.7
TOTAL	100.1%	100.1%	99.9%	99.9%	100.1%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

46. Provide financial consultation to school districts.

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	51.8%	33.4%	16.3%	29.2%	33.3%
High	31.5	33.8	27.2	40.4	38.9
Medium	10.8	12.9	21.3	14.2	11.1
Low	0.7	3.1	0.0	0.0	0.0
Very Low	0.7	0.0	3.1	3.7	5.6
Not Ascert.	[illegible]	16.8	32.0	12.5	11.1
TOTAL	100.1%	100.0%	99.9%	100.0%	100.0%
RECEIVED THE SERVICE?					
Yes	78.7%	48.0%	24.2%	63.3%	72.2%
No	14.7	18.3	20.5	17.4	16.7
Not Ascert.	6.6	33.7	55.3	19.2	11.1
TOTAL	100.0%	100.0%	100.0%	99.9%	100.0%
QUALITY					
Very Good	40.0%	10.8%	2.9%	21.7%	38.9%
Good	30.8	29.7	11.5	29.9	22.2
Fair	4.6	5.9	8.6	5.5	11.1
Poor	0.7	0.5	0.7	3.7	0.0
Very Poor	0.7	0.0	0.0	0.0	0.0
Inapprop.	14.7	18.3	20.5	17.4	16.7
Not Ascert.	8.5	34.7	55.7	21.7	11.1
TOTAL	100.0%	99.9%	99.9%	99.9%	100.0%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

47. **Review and audit of various district and CESA financial operations and records concerning state-funded programs.**

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	23.7%	16.6%	11.1%	14.9%	50.0%
High	39.0	37.5	26.7	26.5	38.9
Medium	23.6	17.5	17.1	24.9	11.1
Low	5.3	2.7	7.0	6.2	0.0
Very Low	2.6	0.0	3.1	10.0	0.0
Not Ascert.	5.9	25.7	34.9	17.4	0.0
TOTAL	100.1%	100.0%	99.9%	99.9%	100.0%
RECEIVED THE SERVICE?					
Yes	63.6%	32.4%	25.4%	50.4%	100.0%
No	23.9	23.0	16.0	20.5	0.0
Not Ascert.	12.5	44.6	58.6	29.2	0.0
TOTAL	100.0%	100.0%	100.0%	100.1%	100.0%
QUALITY					
Very Good	22.3%	5.8%	1.1%	10.0%	55.6%
Good	30.7	16.7	13.8	23.0	22.2
Fair	8.5	8.4	9.4	13.7	16.7
Poor	0.7	0.0	0.2	2.5	0.0
Very Poor	1.3	0.0	0.0	0.0	0.0
Inapprop.	23.9	23.0	16.0	20.5	0.0
Not Ascert.	12.5	46.2	59.4	30.4	5.6
TOTAL	99.9%	100.1%	99.9%	100.1%	100.1%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

48. Does the DPI have adequate staff to carry out activities in this area of STATE GENERAL FINANCIAL AIDS?

RESPONDENT GROUPS

	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RESPONSE					
Yes	67.5%	49.0%	48.5%	67.1%	44.4%
No	17.7	8.2	10.2	10.5	33.3
Not Ascert.	14.7	42.8	41.3	22.4	22.2
TOTAL	99.9%	100.0%	100.0%	100.0%	99.9%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

50. Supervise and administer child nutrition programs, including contracting, funding, and food assistance, e.g., National School Lunch Program, Special Milk Program, School Breakfast Program, Donated Food Program, Child Care Food Program, and Summer Food Service Progam for Children.

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	25.0%	12.2%	11.3%	14.9%	16.7%
High	36.0	33.9	33.3	37.2	44.4
Medium	30.2	21.0	18.4	21.7	11.1
Low	4.2	10.4	9.9	5.0	0.0
Very Low	2.0	4.2	5.0	6.2	11.1
Not Ascert.	2.6	18.3	22.0	14.9	16.7
TOTAL	100.0%	100.0%	99.9%	99.9%	100.0%
RECEIVED THE SERVICE?					
Yes	82.9%	62.1%	42.2%	60.2%	50.0%
No	11.8	10.2	15.0	17.4	38.9
Not Ascert.	5.3	27.7	42.7	22.4	11.1
TOTAL	100.0%	100.0%	99.9%	100.0%	100.0%
QUALITY					
Very Good	27.2%	9.1%	7.1%	17.4%	22.2%
Good	47.5	38.2	22.3	31.0	11.1
Fair	6.6	11.2	7.8	5.0	16.7
Poor	0.9	3.0	4.3	2.5	0.0
Very Poor	0.7	0.0	0.0	1.2	0.0
Inapprop.	11.8	10.2	15.0	17.4	38.9
Not Ascert.	5.3	28.2	43.5	25.4	11.1
TOTAL	100.0%	99.9%	100.0%	99.9%	100.0%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

51. Conduct onsite performance assessments of school and child care center food service operations.

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	16.4%	9.2%	7.1%	12.5%	11.1%
High	27.8	27.3	17.9	34.2	33.3
Medium	31.5	31.6	34.0	18.0	16.7
Low	13.1	8.4	13.7	11.7	0.0
Very Low	5.3	3.6	5.9	6.2	11.1
Not Ascert.	5.9	19.9	21.3	17.4	27.8
TOTAL	100.0%	100.0%	99.9%	100.0%	100.0%
RECEIVED THE SERVICE?					
Yes	56.0%	49.2%	36.8%	49.6%	22.2%
No	36.8	17.8	21.8	26.2	50.0
Not Ascert.	7.2	33.0	41.4	24.2	27.8
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%
QUALITY					
Very Good	17.4%	6.6%	5.9%	13.7%	5.6%
Good	30.1	30.4	15.5	23.0	11.1
Fair	5.5	8.1	9.8	8.0	5.6
Poor	2.0	2.0	4.7	2.5	0.0
Very Poor	0.9	1.0	0.2	0.0	0.0
Inapprop.	36.8	17.8	21.8	26.2	50.0
Not Ascert.	7.2	34.0	42.2	26.7	27.8
TOTAL	99.9%	99.9%	100.1%	100.1%	100.1%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

52. **Provide training programs and workshops to district personnel related to food service.**

RESPONDENT GROUPS

RATING:	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
IMPORTANCE					
Very High	19.1%	7.7%	8.7%	13.7%	16.7%
High	32.1	31.4	17.4	29.2	38.9
Medium	31.5	29.5	27.8	21.7	16.7
Low	8.1	6.9	11.8	11.7	5.6
Very Low	3.3	5.4	5.9	5.0	0.0
Not Ascert.	5.9	19.1	28.3	18.7	22.2
TOTAL	100.0%	100.0%	99.9%	100.0%	100.1%
RECEIVED THE SERVICE?					
Yes	56.4%	32.7%	20.7%	43.4%	38.9%
No	34.4	31.3	26.7	23.7	38.9
Not Ascert.	9.2	36.0	52.6	32.9	22.2
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%
QUALITY					
Very Good	17.7%	2.7%	3.1%	13.0%	11.1%
Good	32.8	23.4	11.5	19.2	22.2
Fair	4.6	5.6	5.0	6.2	5.6
Poor	0.7	0.0	0.4	3.7	0.0
Very Poor	0.0	0.0	0.0	0.0	0.0
Inapprop.	34.4	31.3	26.7	23.7	38.9
Not Ascert.	9.9	37.0	53.2	34.2	22.2
TOTAL	100.1%	100.0%	99.9%	100.0%	100.0%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

53. **Provide assistance to local school districts for the development and implemenatation of nutrition education programs.**

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	11.8%	5.9%	3.5%	11.2%	16.7%
High	31.1	28.5	27.4	27.9	27.8
Medium	39.7	31.9	22.9	24.2	22.2
Low	8.8	8.2	12.4	10.0	0.0
Very Low	4.6	4.4	3.2	5.5	11.1
Not Ascert.	3.9	21.1	30.6	21.2	22.2
TOTAL	99.9%	100.0%	100.0%	100.0%	100.0%
RECEIVED THE SERVICE?					
Yes	39.3%	19.5%	13.2%	30.4%	27.8%
No	48.8	38.4	30.2	37.9	50.0
Not Ascert.	11.8	42.1	56.6	31.7	22.2
TOTAL	99.9%	100.0%	100.0%	100.0%	100.0%
QUALITY					
Very Good	10.5%	2.0%	0.2%	6.2%	11.1%
Good	20.3	13.9	7.7	14.2	5.6
Fair	6.6	3.0	5.3	6.2	11.1
Poor	0.0	0.0	0.0	2.5	0.0
Very Poor	0.0	0.0	0.0	0.0	0.0
Inapprop.	48.8	38.4	30.2	37.9	50.0
Not Ascert.	13.8	42.6	56.6	32.9	22.2
TOTAL	100.0%	99.9%	100.0%	99.9%	100.0%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

54. **Provide information and consultant assistance to school boards, administrators, and Agency School Committees relating to school district organization and administration.**

RESPONDENT GROUPS

	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	19.1%	10.9%	10.6%	13.7%	50.0%
High	25.5	36.5	21.5	27.2	33.3
Medium	30.1	19.7	25.5	24.2	11.1
Low	11.8	9.7	9.3	5.0	0.0
Very Low	7.5	1.0	3.9	8.7	0.0
Not Ascert.	5.9	22.1	29.1	21.2	5.6
TOTAL	99.9%	99.9%	99.9%	100.0%	100.0%
RECEIVED THE SERVICE?					
Yes	33.4%	23.3%	19.6%	42.2%	83.3%
No	56.1	35.9	24.7	29.9	11.1
Not Ascert.	10.5	40.8	55.7	27.9	5.6
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%
QUALITY					
Very Good	10.5%	3.2%	2.6%	8.7%	50.0%
Good	15.0	13.7	9.2	16.0	22.2
Fair	5.9	3.8	7.2	11.2	5.6
Poor	1.3	2.0	0.4	5.0	0.0
Very Poor	0.0	0.0	0.0	0.0	0.0
Inapprop.	56.1	35.9	24.7	29.9	11.1
Not Ascert.	11.2	41.3	55.9	29.2	11.1
TOTAL	100.0%	99.9%	100.0%	100.0%	100.0%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

55. **Provide assistance to CESAs in developing and implementing cooperative programs between schools.**

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	15.1%	9.9%	7.0%	9.3%	66.7%
High	28.2	26.4	29.2	31.7	27.8
Medium	26.9	24.5	13.5	17.4	0.0
Low	8.5	10.4	9.3	9.3	0.0
Very Low	7.2	1.5	5.5	6.2	0.0
Not Ascert.	14.1	27.3	35.5	26.2	5.6
TOTAL	100.0%	100.0%	100.0%	100.1%	100.1%
RECEIVED THE SERVICE?					
Yes	25.3%	18.2%	13.2%	35.4%	88.9%
No	54.4	33.9	24.3	30.4	5.6
Not Ascert.	20.4	48.0	62.4	34.2	5.6
TOTAL	100.1%	100.1%	99.9%	100.0%	100.1%
QUALITY					
Very Good	7.2%	1.5%	0.7%	7.5%	44.4%
Good	14.1	10.3	7.1	15.5	22.2
Fair	3.3	3.3	5.5	6.2	5.6
Poor	0.7	2.5	0.0	1.2	16.7
Very Poor	0.0	0.0	0.0	0.0	0.0
Inapprop.	54.4	33.9	24.3	30.4	5.6
Not Ascert.	20.4	48.5	62.4	39.1	5.6
TOTAL	100.1%	100.0%	100.0%	99.9%	100.1%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

56. **Provide training programs and consultant services related to student transportation to local school districts.**

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	15.4%	6.6%	9.1%	10.0%	16.7%
High	36.3	35.3	23.5	26.7	27.8
Medium	28.5	22.9	20.9	24.2	11.1
Low	6.6	11.0	15.8	18.0	5.6
Very Low	6.6	1.0	3.5	2.5	5.6
Not Ascert.	6.6	23.2	27.2	18.7	33.3
TOTAL	100.0%	100.0%	100.0%	100.1%	100.1%
RECEIVED THE SERVICE?					
Yes	53.4%	23.8%	24.1%	40.4%	27.8%
No	37.4	35.9	22.8	27.9	55.6
Not Ascert.	9.2	40.3	53.1	31.7	16.7
TOTAL	100.0%	100.0%	100.0%	100.0%	100.1%
QUALITY					
Very Good	16.3%	2.6%	2.2%	11.2%	5.6%
Good	24.6	13.8	15.5	13.7	11.1
Fair	10.5	5.8	6.2	11.7	11.1
Poor	1.3	1.5	0.0	3.7	0.0
Very Poor	0.7	0.0	0.0	0.0	0.0
Inapprop.	37.4	35.9	22.8	27.9	55.6
Not Ascert.	9.2	40.3	53.3	31.7	16.7
TOTAL	100.0%	99.9%	100.0%	99.9%	100.1%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

57. **Provide technical consultant services related to school construction, facilities operations, and energy conservation.**

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	30.8%	17.7%	14.4%	17.4%	33.3%
High	33.4	25.0	29.1	27.9	22.2
Medium	21.3	28.5	14.3	19.9	22.2
Low	5.3	2.5	7.3	7.3	0.0
Very Low	3.3	1.0	5.3	6.2	0.0
Not Ascert.	5.9	25.2	29.7	21.2	22.2
TOTAL	100.0%	99.9%	100.0%	99.9%	99.9%
RECEIVED THE SERVICE?					
Yes	48.8%	17.4%	17.3%	39.1%	33.3%
No	41.3	40.0	23.4	32.9	44.4
Not Ascert.	9.9	42.6	59.3	27.9	22.2
TOTAL	100.0%	100.0%	100.0%	99.9%	99.9%
QUALITY					
Very Good	15.4%	4.6%	1.3%	7.5%	11.1%
Good	20.3	8.8	10.0	15.5	11.1
Fair	10.5	3.0	4.7	12.5	5.6
Poor	0.7	1.0	1.2	2.5	5.6
Very Poor	0.7	0.0	0.0	1.2	0.0
Inapprop.	41.3	40.0	23.4	32.9	44.4
Not Ascert.	11.2	42.6	59.3	27.9	22.2
TOTAL	100.1%	100.0%	99.9%	100.0%	100.0%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

58. Does the DPI have adequate staff to carry out activities in this area of SERVICES FOR LEA ADMINISTRATION AND FOOD SERVICES?

RESPONDENT GROUPS

	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RESPONSE					
Yes	72.8%	47.2%	51.1%	60.9%	27.8%
No	9.5	6.5	9.5	10.5	44.4
Not Ascert.	17.7	46.3	39.4	28.6	27.8
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

60. Conduct state pupil achievement assessment program.

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	9.2%	11.4%	7.4%	5.0%	5.6%
High	20.0	25.0	14.3	17.3	11.1
Medium	33.8	30.7	41.4	20.5	33.3
Low	12.7	14.0	16.8	21.2	5.6
Very Low	19.7	9.7	11.2	17.4	22.2
Not Ascert.	4.6	9.4	8.9	18.7	22.2
TOTAL	100.0%	100.2%	100.0%	100.1%	100.0%
RECEIVED THE SERVICE?					
Yes	58.0%	51.6%	46.5%	34.7%	27.8%
No	32.1	26.7	22.5	28.6	55.6
Not Ascert.	9.9	21.7	31.1	36.7	16.7
TOTAL	100.0%	100.0%	100.1%	100.0%	100.1%
QUALITY					
Very Good	5.3%	2.5%	2.0%	1.2%	5.6%
Good	25.3	25.0	15.7	17.3	0.0
Fair	18.3	16.3	21.3	10.0	22.2
Poor	4.6	6.1	0.0	2.5	0.0
Very Poor	3.3	1.7	1.1	2.5	0.0
Inapprop.	32.1	26.7	22.5	28.6	55.6
Not Ascert.	11.2	21.7	37.4	37.9	16.7
TOTAL	100.1%	100.0%	100.0%	100.0%	100.1%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

61. **Assist districts to conduct assessments of educational needs throughout the district.**

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	12.1%	18.2%	12.8%	7.5%	27.8%
High	39.1	37.2	26.1	28.5	16.7
Medium	30.5	25.5	24.2	24.2	27.8
Low	7.8	2.5	12.0	10.0	0.0
Very Low	2.0	1.0	1.6	7.5	11.1
Not Ascert.	8.5	15.6	23.2	22.4	16.7
TOTAL	100.0%	100.0%	99.9%	100.1%	100.1%
RECEIVED THE SERVICE?					
Yes	23.6%	17.1%	22.9%	19.8%	33.3%
No	63.9	47.3	29.2	42.9	44.4
Not Ascert.	12.5	35.6	47.9	37.4	22.2
TOTAL	100.0%	100.0%	100.0%	100.1%	99.9%
QUALITY					
Very Good	4.9%	2.5%	4.7%	1.2%	11.1%
Good	11.2	8.5	9.2	8.0	0.0
Fair	2.9	5.1	8.7	5.5	16.7
Poor	3.9	1.0	0.2	1.2	5.6
Very Poor	0.7	0.0	0.0	3.7	0.0
Inapprop.	63.9	47.3	29.2	42.9	44.4
Not Ascert.	12.5	35.6	47.9	37.4	22.2
TOTAL	100.0%	100.0%	99.9%	99.9%	100.0%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

62. **Provide consultant services to districts and CESAs on various methods and techniques of planning and evaluation for general application.**

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	7.2%	9.2%	5.4%	3.7%	38.9%
High	34.5	34.5	22.6	21.2	33.3
Medium	35.3	29.4	25.1	35.2	16.7
Low	7.2	3.3	11.9	10.0	0.0
Very Low	3.9	2.0	0.9	6.2	5.6
Not Ascert.	11.8	21.6	34.1	23.7	5.6
TOTAL	99.9%	100.0%	100.0%	100.0%	100.1%
RECEIVED THE SERVICE?					
Yes	10.8%	13.2%	9.4%	13.7%	55.6%
No	70.1	43.5	34.4	44.7	44.4
Not Ascert.	19.1	43.3	56.2	41.6	0.0
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%
QUALITY					
Very Good	0.7%	0.5%	0.2%	2.5%	16.7%
Good	6.9	7.1	5.7	3.7	22.2
Fair	2.0	5.1	3.2	3.7	16.7
Poor	0.7	0.0	0.2	1.2	0.0
Very Poor	0.0	0.0	0.0	1.2	0.0
Inapprop.	70.1	43.5	34.4	44.7	44.4
Not Ascert.	19.7	43.8	56.2	42.9	0.0
TOTAL	100.1%	100.0%	99.9%	99.9%	100.0%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

63. **Distribute technical and informative publications from various sections and programs within the DPI to public schools.**

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	16.1%	11.4%	10.9%	7.5%	38.9%
High	33.4	44.8	39.7	27.8	33.3
Medium	36.7	24.4	16.5	32.4	11.1
Low	5.3	3.3	8.4	1.2	11.1
Very Low	4.6	1.5	1.4	10.0	0.0
Not Ascert.	3.9	14.5	23.1	21.2	5.6
TOTAL	100.0%	99.9%	100.0%	100.1%	100.0%
RECEIVED THE SERVICE?					
Yes	78.7%	53.9%	41.4%	53.4%	94.4%
No	12.8	18.5	13.2	14.9	0.0
Not Ascert.	8.5	27.6	45.4	31.7	5.6
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%
QUALITY					
Very Good	14.1%	7.5%	7.2%	8.7%	33.3%
Good	39.0	34.9	24.7	28.5	44.4
Fair	23.7	10.5	9.5	12.5	16.7
Poor	0.7	0.5	0.0	1.2	0.0
Very Poor	1.3	0.0	0.0	1.2	0.0
Inapprop.	12.8	18.5	13.2	14.9	0.0
Not Ascert.	8.5	28.1	45.4	32.9	5.6
TOTAL	100.1%	100.0%	100.0%	99.9%	100.0%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

64. Collect and summarize general educational data from districts and CESAs for general use.

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	11.8%	5.8%	11.4%	5.0%	72.2%
High	29.1	36.3	31.1	23.0	16.7
Medium	38.0	29.5	22.5	42.2	11.1
Low	9.9	8.5	10.7	8.7	0.0
Very Low	5.9	1.1	2.6	5.0	0.0
Not Ascert.	5.3	18.7	21.8	16.2	0.0
TOTAL	100.0%	99.9%	100.1%	100.1%	100.0%
RECEIVED THE SERVICE?					
Yes	74.1%	41.1%	36.8%	59.6%	100.0%
No	16.7	21.7	17.2	11.2	0.0
Not Ascert.	9.2	37.2	46.0	29.2	0.0
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%
QUALITY					
Very Good	13.8%	3.6%	1.9%	8.7%	50.0%
Good	33.4	20.0	19.7	27.2	50.0
Fair	24.2	14.6	14.7	18.7	0.0
Poor	2.6	2.5	0.2	2.5	0.0
Very Poor	0.0	0.0	0.0	1.2	0.0
Inapprop.	16.7	21.7	17.2	11.2	0.0
Not Ascert.	9.2	37.7	46.2	30.4	0.0
TOTAL	99.9%	100.1%	99.9%	99.9%	100.0%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

65. **Provide technical assistance to districts in the development of data processing and information systems.**

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	16.7%	4.9%	6.5%	7.5%	38.9%
High	31.5	24.3	26.8	24.2	22.2
Medium	31.5	35.0	22.3	29.2	16.7
Low	9.2	11.1	9.6	9.3	5.6
Very Low	3.9	3.0	2.7	7.5	5.6
Not Ascert.	7.2	21.6	32.0	22.4	11.1
TOTAL	100.0%	99.9%	99.9%	100.1%	100.1%
RECEIVED THE SERVICE?					
Yes	29.2%	12.5%	15.9%	26.2%	72.2%
No	57.7	46.5	27.6	32.9	22.2
Not Ascert.	13.1	41.1	56.4	40.9	5.6
TOTAL	100.0%	100.0%	99.9%	100.0%	100.0%
QUALITY					
Very Good	5.9%	1.5%	0.7%	2.5%	16.7%
Good	11.2	5.8	6.8	8.7	16.7
Fair	9.2	4.1	7.3	10.0	16.7
Poor	2.9	1.0	0.9	5.0	16.7
Very Poor	0.0	0.0	0.0	0.0	0.0
Inapprop.	57.7	46.5	27.6	32.9	22.2
Not Ascert.	13.1	41.1	56.7	40.9	11.1
TOTAL	100.0%	100.0%	100.0%	100.0%	100.1%
(Number of Respondents)	(155)	(151)	(1[illegible]	(82)	(18)

66. Conduct searches of the literature on educational topics as requested by district and CESA personnel.

	RESPONDENT GROUPS				
	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RATING:					
IMPORTANCE					
Very High	9.2%	5.5%	6.7%	5.0%	27.8%
High	22.0	21.1	23.9	16.2	33.3
Medium	29.6	32.8	25.1	25.4	11.1
Low	15.7	14.0	10.0	14.9	11.1
Very Low	14.1	4.2	2.6	12.3	11.1
Not Ascert.	9.5	22.4	31.8	26.2	5.6
TOTAL	100.1%	100.0%	100.1%	100.0%	100.0%
RECEIVED THE SERVICE?					
Yes	20.7%	12.9%	13.8%	18.7%	61.1%
No	64.2	43.2	26.3	37.2	38.9
Not Ascert.	15.1	43.9	59.9	44.1	0.0
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%
QUALITY					
Very Good	3.3%	2.2%	1.3%	0.0%	11.1%
Good	10.1	6.6	5.6	8.7	27.8
Fair	5.9	3.6	5.1	6.2	16.7
Poor	0.7	0.5	0.2	3.7	5.6
Very Poor	0.7	0.0	0.0	0.0	0.0
Inapprop.	64.2	43.2	26.3	37.2	38.9
Not Ascert.	15.1	43.9	61.4	44.1	0.0
TOTAL	100.0%	100.0%	99.9%	99.9%	100.1%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

67. Does the DPI have adequate staff to carry out activities in this area of TECHNICAL SUPPORT SERVICES TO DISTRICTS?

RESPONDENT GROUPS

	District Administrators	Secondary Principals	Elementary Principals	School Board Presidents	CESA Coordinators
RESPONSE					
Yes	70.1%	51.4%	52.1%	62.1%	44.4%
No	13.1	5.0	11.3	8.0	27.8
Not Ascert.	16.7	43.7	36.6	29.9	27.8
TOTAL	99.9%	100.1%	100.0%	100.0%	100.0%
(Number of Respondents)	(155)	(151)	(156)	(82)	(18)

APPENDIX E

RESPONSES OF DISTRICT ADMINISTRATORS TO THE SIX OPEN-ENDED QUESTIONS ABOUT IMPORTANT, UNMET NEEDS

"Important, unmet needs in the area of
GENERAL EDUCATIONAL SERVICES"
as listed by District Administrators

All of them.

1. The area of curriculum content and curriculum.
2. Effectiveness of instruction.
3. Too much.
4. Consultants available for the academic subject areas.
5. Some of the people in DPI are not tuned in to helping individual districts.
6. Not enough people to cover the waterfront.
7. A general feeling of loss of personal contact in recent years.
8. Overstaffed in special education, department has always been very cooperative.
9. Curriculum review.
10. Organizational pattern (Modern vs. traditional).
11. Schools need a periodic "Outside Look," Team visits would be helpful.
12. Not sufficient time to serve greatest impact on monitoring.
13. Definition of "Basics" implications to staffing & programs.
14. Sell need for facilities to implement new or growing programs.
15. Keep legislature out of the curriculum.
16. Area of supervision should be reinstated.
17. There should be at least one consultant in each of the areas of trade & industry, health, etc.
18. We have received help when requested.
19. Much more help needed on Wo. 3. [Item No. 3: assistance in choosing educational objectives and translating educational objectives into learning activities.]
20. Need for more personnel in federal program area & certification.
21. Greater assistance needed to clarify measurable objectives and an evaluation program of student achievement.
22. There is a need for more contact time from DPI Consultants.

GENERAL EDUCATIONAL SERVICES
Page Two

23. DPI is overstaffed.

24. Gifted education, viable inservice models developed by practitioners.

25. Need more on-site visits.

26. More consultants would allow for better communication and direct aid to districts.

27. Greater activity in consultation for relation to pupil services.

28. Need more general educational consultants, like several years ago.

29. Cut back on regulations and red tape.

30. Local level communication is lacking.

31. Personnel are needed.

32. Audit and consultation are thin.

33. General consultant are thin.

34. Program and General school evaluation audit too thin.

"Important, unmet needs in the area of
SERVICES FOR THE EDUCATIONALLY DISADVANTAGED"
as listed by District Administrators

1. Understaffed in all areas.

2. Too much time, money and effort on fiscal auditing, and not enough on actual educational auditing.

3. Too much.

4. Cut paper work - "Mickey Mouse" procedures.

5. Better than some other areas.

6. No experience in this area.

7. We have wasted more money in implementing monitoring and auditing these areas (with less functional success) than any other areas we deal with.

8. Simplify procedures.

9. Need for more flexibility.

10. We need more help in staff training for administration and teachers on No. 21 and 22.

11. Obvious poor level of service.

12. Because of inadequate staff, visitation by Title I staff are infrequent. Consequently, program assistance is limited to a "paper" review.

13. Volume of paper work.

14. Program should be changed to revenue sharing. Present programs failure. A District is not allowed to meet its needs unless they agree with the guidelines for the program.

15. Rampant with bureaucracy.

16. Need more services in Title I ESEA accounting, needs assessment and evaluating programs.

17. We may have created a monstrosity which may devour us.

18. Too much confusion in Title I Programs.

19. Do not notify districts about funding early enough.

20. Local level communication is lacking.

21. Personnel are needed.

"Important, unmet needs in the area of
SERVICES FOR THE HANDICAPPED
as listed by District Administrators

1. Understaffed in all areas.
2. Place greater importance on clear cut directives grounded in Law. This would save enough time so staff could function.
3. Too much.
4. Local visitation.
5. Services been with CESA last 2 years, so D.K.
6. Assistance rather than regulation.
7. The basic educational process is being short-changed by the special emphasis programs.
8. Listed above.
9. No clear focus on what mandate is, what DPI's role is?
10. Funding should be on current basis.
11. Too much paperwork for these programs.
12. Flexibility, greater consultation, less inspection.
13. Inservice in all areas.
14. Supervision not possible with present limited number of DPI staff.
15. Efforts must be made at DPI level to continue CHCEB's in counties that are now providing excellent programs.
16. Too much emphasis placed on the handicapped.
17. It appears staff is too involved with paperwork to be in the field to understand local administration as opposed to their idealistic and theoretical constructs.
18. Too many workers.
19. Put a muzzle on the Bureau. They're the "tail that's wagging the dog."
20. Designate staff persons for all Chapter 115/P.L. 94-142 questions.
21. Develop an ongoing, up-to-date communications network so that all districts are aware of what is being done by DHC.

SERVICES FOR THE HANDICAPPED
Page Two

22. Visitation to local programs and replacing paperwork.

23. Gifted students, we forget about these.

24. Something must be done about delay in processing financial claims.

25. A more positive approach to working with schools needed.

26. Need onsite inspections rather than reports.

27. Need to have DPI, DHC staff available to visit LEA's and assist in implementing, procedures and programs.

28. Special education regulations are choking teachers now.

29. More staff to give faster assistance.

30. Insure consistency in answers offered by DPI consultants/of employees. Not uncommon to get conflicting answers.

31. CESA provides these services.

32. Local level communication is lacking.

33. Personnel are needed.

"Important, unmet needs in the area of
STATE FINANCIAL AIDS"
as listed by District Administrators

1. More workshops for administrators and/or business managers, particularly on the new accounting system.
2. Present education audit is not adequate.
3. Should have more people to consult with regarding financial information.
4. Administration need help.
5. Could do with less staff.
6. Excellent assistance.
7. Very well run DPI Division.
8. 115 seems most difficult to get program approval.
9. Cut out financial aids division.
10. We have not received our handicapped aid to date. This situation must be cleared up.
11. Requirement of program without aid is poor public relations.
12. We need a update financial accounting handbook that will coincide with the new budget accounts.
13. Some additional inservice on the new budget system.
14. New financial structure will require much "inservice" for superintendents and business management.
15. Financial aids Division does an excellent job.
16. More personnel needed for #28, 37, 38, 39, 41.
17. I would like to see a comprehensive manual for accounting.
18. Need to relay financial crunch on school districts to the Legislature. Take lead in increasing state aid to at least 60%.
19. Excellent service.
20. D.K., but Mr. Kingston's efforts are tremendous.
21. Changing of the accounting system is extra work.
22. More staff to give adequate assistance.
23. Local level communication is lacking.
24. Personnel are needed.
25. Need more in field.

"Important, unmet needs in the area of
SERVICES FOR LEAS, ADMINISTRATORS AND FOOD SERVICES"
as listed by District Administrators

1. DPI should have at least two heating and/or building engineers to assist local districts with energy management problems.

2. Too much.

3. Energy conservation and facilities operations.

4. The consultant service for school construction and related information is vital, valuable and necessary and should not be eliminated.

5. Program bulletin is excellent.

6. This is an area of special need - without it would cause LEA's a great deal of difficulty in meeting the demands of the public.

7. If the legislature cuts out J.T.'s position, it will be most unfortunate.

8. More help needed on 50-53.

9. On-site assessment only once every 3 years, then more consultation assistance.

10. If more funding available, more emphasis on #53.

11. We need someone to go to for advice about transportation, school facilities, construction, etc.

12. Any positive steps to cut red tape and bookwork.

"Important, unmet needs in the area of
TECHNICAL SUPPORT SERVICES TO DISTRICTS"
as listed by District Administrators

1. A greater emphasis on existing research to avoid making same mistakes over and over.

2. Eliminate 50% DPI Administration. Hire equal number of capable secretaries and save the state thousands.

3. We don't need more studies. We need application.

4. A60, 61, 62, 65, 66.

5. New accounting system requires greater assistance than has been given.

6. Do not send out educational Data Summaries unless requested. Local districts do not require all of this data (264).

7. The state should work on No. 62 and forget 60.

8. The personnel is not available and the effect is negative to free and creative educational program development.

9. There needs to be a drastic reduction in data collection and surveys such as this one, worthless.

10. More help with data processing and the new accounting system.

11. 60 Need more before it is legislated.

12. Many of the publications listing general education data are useless and unnecessary.

13. The types of service that I favor most directly is that which is requested by local schools in their operation. The type that I feel least warm towards are those that are mandated to implement legislative mandates or federal programs and guidelines - because these impinge naturally upon local options. P.L. 874 provided federal money to offset the expenditure of federal installations but basically without strings attached. I feel the DPI should basically be a strong agency that suggests, encourages and points out deficiencies without necessarily implementing a penalty system. When this is done appropriately, administrators and boards can use this as an effective lever to apply pressure to fund or improve the areas of deficiencies. I even favor public redress through the media when non-compliance is resisted or minimal standards are ignored. These conditions, typically, are in the minority and strong leadership through encouragement and positive reinforcement makes a better hammer than a threat. It certainly builds better feelings of good will.

APPENDIX F

RESPONSES OF SECONDARY PRINCIPALS TO THE SIX OPEN-ENDED QUESTIONS ABOUT IMPORTANT, UNMET NEEDS

"Important, unmet needs in the area of
GENERAL EDUCATIONAL SERVICES"
as listed by Secondary Principals

1. We have had very poor results in getting meaningful help with in-service.
2. With the present staff, analysis of problems may take place; however, the staff needs to be enlarged if it is to provide follow up work in problem areas.
3. The service is good but the department seems restricted to meeting the needs of the colleges rather than individuals or school district.
4. Educational TV - pupil service.
5. I would like to see more leadership taken in some areas rather than to wait for requests.
6. We need ways to determine whether children are learning and time to work with teachers.
7. It takes quite a bit of time to get response from curriculum specialist.
8. In some cases the skills of presentation to groups are poor.
9. Need for more on-site visits.
10. The whole matter of specific certification needs re-evaluation in a number of areas. Out-of-state persons have much difficulty clearing certification problems.
11. Directions tend to be unclear. Follow through on activities is lacking.
12. Lack of sufficient personnel makes it difficult to get DPI staff into district at time needed.
13. More personnel to assist in developing and monitoring an instructional improvement program.
14. Cooperation between ETN & DPI to provide additional funding to local schools for acquisition and funding of Educational TV.
15. Provide local schools, in urban areas, consultation services as listed above.
16. Certification problems unique to small schools.
17. Our staff needs much help in developing resources for the classroom, new idea on instruction and general use of a multi-media center.
18. Removal of certification when progress toward professional growth is not show

GENERAL EDUCATIONAL SERVICES (Continued)

19. Require Career educational programs in all schools.
20. Vocational education.
21. Audit consultants are thin.
22. General consultants are thin.
23. Program and general school evaluation audits too thin.

"Important, unmet needs in the area of
SERVICES FOR THE EDUCATIONALLY DISADVANTAGED"
as listed by Secondary Principals

1. I don't know composition of your present staff.
2. Need for leadership.
3. Some of these have little relations to our situation, but I consider them important.
4. Need staff to assist districts deal with implementation of state/federal statutes.
5. Some funding to assist local districts implement the laws.
6. Some DPI staff have been very insensitive and dictatorial in this area when relating to our district personnel.
7. There is a need for a more clear understanding of what forced integration does to a school community and to a school district.
8. Stronger and more enlightened leadership is indicated at the DPI level to help prevent school systems from being destroyed by politicians.
9. Inservice for teachers of migrant children.
10. We could use any ideas and help in complimenting what we are already doing for emotionally disturbed students.

"Important, unmet needs in the area of
SERVICES FOR THE HANDICAPPED"
as listed by Secondary Principals

1. I don't agree that these are functions of schools.
2. We need people to spend more time with local school districts so that they really understand local problems. Good in specifics but don't seem to have overall understanding of the total local district operations.
3. Lacks leadership.
4. Other agencies should be responsible for providing most of these services.
5. No one suggested models for screening programs, early identification, kindergarten screening-local district did our own - nor guides.
6. Improvement (Recommended) in the program should be made only with adequate state funding.
7. No well-conceived programs.
8. Inadequate staff.
9. Inservice training for mainstreaming.
10. Information and assistance comes from CESA level - sometimes through trial and error.
11. Many times, handicapped children, "ED's, etc." trouble has stemmed from school environment and therefore should not immediately be mainstreamed.
12. Pre-school handicapped children.

"Important, unmet needs in the area of
STATE FINANCIAL AIDS"
as listed by Secondary Principals

1. Coordination of requirements for financial claims of various federal programs using same forms.
2. More staff to process handicapped children's aids.
3. I am wondering if these people are available when you need them.
4. We're doing too much accounting.
5. Not enough funds to support Special Education.
6. Financial Aides are low here.
7. Item 29 - response is much too slow.
8. When are you going to enforce 180 days of attendance for Milwaukee, Racine?
9. Need more in field.

"Important, unmet needs in the area of
SERVICES FOR LEA ADMINISTRATION AND FOOD SERVICES"
as listed by Secondary Principals

1. All of these school functions.
2. Develop a systematic plan for all Wisconsin schools and fund for the total program at present we have too many goals that are being half met or not met at all.
3. Schools don't have staff or capability to carry out school food programs in appropriate manner.
4. At a plateau or losing business in food service.

"Important, unmet needs in the area of
TECHNICAL SUPPORT SERVICES TO DISTRICTS"
as listed by Secondary Principals

1. Assist school districts with meaningful assessment programs.
2. #60. Organize it better. Let us know results.
3. There must be a greater push for accountability.
4. #61. Is most important curriculum.

APPENDIX G

RESPONSES OF ELEMENTARY PRINCIPALS TO THE SIX OPEN-ENDED QUESTIONS ABOUT IMPORTANT, UNMET NEEDS

"Important, unmet needs in the area of
GENERAL EDUCATIONAL SERVICES"
as listed by Elementary Principals

1. I feel Title IV-C funds should be handled differently, perhaps like Title IV-B.
2. Keep the staff working.
3. Need consultant help for elementary children who are gifted and talented.
4. Provide personnel who are acquainted with the actuality of the classroom rather than theorists as has been true in some cases.
5. Provide definite DPI position on curriculum guidelines in all curriculum areas.
6. Need more help in teachers centers - second teacher - additional training.
7. More behavior classes funding by state.
8. IGE
9. More consultation re regular education alternatives for low achieving children.
10. Most cooperative.
11. More on-site inservice and consultational sessions.
12. Greatest problem noticed is where DPI needs to spend funds other than for office phones, service becomes minimum.
13. Supervision of total program on a regular basis, including classroom visitation.
14. No services available in the area of health education and school nursing program.
15. I feel that the reduction in DPI consultant staff has reduced the direct work done on educational projects within the state.
16. More inservice aid.
17. Need suggestions and assistance with curriculum suggestions and development.
18. The department could really made (develop) programs and provide services.
19. IGE & other curriculum areas.
20. There appears to be a decline in the general educational consultant services and this should be continued if some followup is to be done as a result of assessment programs.

GENERAL EDUCATIONAL SERVICES (continue)

21. Too much legislative control without educator's involvement.

22. More direct help to school districts.

23. More personnel.

24. Local level communication is lacking now as compared to "when there were CESA consultants." If the DPI is to be a resource to local schools, personnel to do so are needed.

"Important, unmet needs in the area of
SERVICES FOR THE EDUCATIONALLY DISADVANTAGED"
as listed by Elementary Principals

1. Need consultant for children between EEN and regular education.
2. Need better coordination of Title I and other programs.
3. Provide services to schools for taping curriculum materials, for handicapped students upon request.
4. Most areas handled by CESA district.
5. Not enough staff to make personal District contacts.
6. They cannot keep current with Title I or are confused by federal changes. Funds are delayed as a result.
7. Too much paperwork in this area.
8. Still need assistance in leadership and give specific procedures for educational disadvantaged.
9. Attempted to receive help with Indian problem-nothing.
10. Some consultants in Title I are very poor and should be replaced.
11. These people are spread too thin, adequate staff.

"Important, unmet needs in the area of
SERVICES FOR THE HANDICAPPED"
as listed by Elementary Principals

1. The rules aren't clear. Decide what you want done and do it.
2. Cut down the amount of paper work and reports.
3. This area of state (N.W.) does not receive more than "one shot" consultative services vs. continual support.
4. Screening instrument.
5. More consultants in each area of exceptionality.
6. More time for on-site visits and consultation.
7. Additional staff is the answer.
8. Not enough funds apparently to carry out above.
9. Direct assistance in the health area.
10. Nursing specialist.
11. More coordination between school districts and among state Department personnel is needed to insure fairness in operating the total special program.
12. Model programs, dissemination, staff development.
13. Too much paperwork.
14. Get consultants who talk the same language to each group.
15. Staff people need to get into the schools.
16. Needs of the gifted who are fast becoming the most handicapped.
17. Legislature is making decisions and laws in this area whereas DPI should be more active in this area.
18. Sometimes expectations of DPI staff are unrealistic.
19. People spread too thin, additional staff.
20. Some activities carried out by CESA, so don't know.

"Important, unmet needs in the area of
STATE FINANCIAL AIDS"
a listed by Elementary Principals

1. Problem in this area is the state of flux the local district experiences because of not knowing cost control limitations and uncertain amounts of aids which can be anticipated.

2. Duplication of many reports financial aids Division and Data Division.

3. We're K-8 Union High, get no help.

4. Computerized accounting made available to local districts.

5. State aids for special educational programs too slow in coming.

6. People spread too thin.

"Important, unmet needs in the area of
SERVICES FOR LEA ADMINISTRATION AND FOOD SERVICES"
as listed by Elementary Principals

1. We could use safety education consultation services.
2. More personnel needed at the state level.
3. The facilities position should remain.
4. Need to know people in these positions and their job description.
5. Need an energy conservation specialist.
6. Our district provides excellent service.
7. People spread too thin.

"Important, unmet needs in the area of
TECHNICAL SUPPORT SERVICES TO DISTRICTS"
as listed by Elementary Principals

1. Quit sending out forms.

2. CESA staff seems to receive more service than local schools because of limited time and number of DPI staff.

3. Our district provides excellent support.

4. It is my understanding that DPI personnel will be cut so that these services will no longer be available. If true, this is unfortunate.

5. #60 & 61 are difficult to respond to as many questions need to be answered before I can say I believe in a state assessment program.

6. People spread too thin.

APPENDIX H

RESPONSES OF SCHOOL BOARD PRESIDENTS TO THE SIX OPEN-ENDED QUESTIONS ABOUT IMPORTANT, UNMET NEEDS

"Important, unmet needs in the area of
"GENERAL EDUCATIONAL SERVICES"
as listed by School Board Presidents

1. More curriculum oriented staff
2. Overstaffed
3. Practically all of the above should and can be adequately handled by the professional staff of each school district. If not, then they are not doing their job.
4. Area of supervision should be reinstated.
5. Special area supervision.
6. Title IV B & C
7. It can be generally said that all of the jobs the D.P.I. is trying to create for itself could best be done by the local school district themselves.

"Important, unmet needs in the area of
SERVICES FOR THE EDUCATIONALLY DISADVANTAGED"
as listed by School Board Presidents

1. Do not believe in the bilingual-bicultural programs. People come here to be USA citizens. They have been doing it with phenomenal success since Columbus had his first look.
2. Overstaffed.
3. Most of above should and can be handled by professional staff of each school district.
4. Additional program consultants are needed in Title I. Their services are important but at the present time they cover such wide areas of the state that they are not always available to the LEA at the times they are needed.
5. Too many forms.
6. I do not think this should be a school responsibility; therefore, no needs are unmet.
7. Too many conflicting solutions.

"Important, unmet needs in the area of
SERVICES FOR THE HANDICAPPED"
as listed by School Board Presidents

1. Too much emphasis on the handicapped - balance for all children should be maintained, the average and gifted are being neglected - frightening imbalance is occurring.
2. People are spread too thin in this area.
3. Too large of an area.
4. Aids for handicapped children's programs have not been received. This payment is very slow. Claims filed on August 18, 1976 have not been received as yet. This is inexcusable.
5. Overstaffed.
6. Too many.
7. Far too many teachers/supervisor in BD-LD.
8. Reduction of forms.

"Important, unmet needs in the area of
STATE FINANCIAL AIDS"
as listed by School Board Presidents

1. Administrators need inservice in this area - the expectations thrust upon them in the whole educational expertise is often too much to expect.
2. Should receive 1/12 of state aides each month.
3. Propose system of collecting property tax which is similar to that used to collect income tax. In this way, there would be no delayed taxes.
4. Overstaffed.
5. Distribution of state funds is too slow and creates local problems.
6. A monthly or every two month payment to local districts for general aids as anticipated.

"Important, unmet needs in the area of
SERVICES FOR LEA ADMINISTRATION AND FOOD SERVICES"
as listed by School Board Presidents

1. Believe - could use help on item 57 - energy conservation help.
2. Overstaffed.
3. Purchasing and bids seem to be a concern along with rental and repair contracts or agreements.

"Important, unmet needs in the area of
TECHNICAL SUPPORT SERVICES TO DISTRICTS"
as listed by School Board Presidents

1. A need to aid large area based schools with small enrollment to meet all standards.
2. State assessment of pupil achievement.
3. Publication of up-to-date statistical data should be expanded.

APPENDIX I

RESPONSES OF CESA COORDINATORS TO THE SIX OPEN-ENDED QUESTIONS ABOUT IMPORTANT, UNMET NEEDS

"Important, unmet needs in the area of
GENERAL EDUCATIONAL SERVICES"
as listed by CESA Coordinators

1. Staff spread too thin to adequately assist schools in on-site visitations, help in project development and curriculum development.
2. How are IV-C projects approved? Reasons for denial?
3. Vocational education does not have the priority it needs.
4. More consultants needed in Behavioral Disability area of Division for Handicapped Children.
5. Gifted and talented.
6. More school safety needed.
7. More environmental education service needed.
8. Character/value development.
9. "Manpower"

"Important, unmet needs in the area of
SERVICES FOR THE EDUCATIONALLY DISADVANTAGED"
as listed by CESA Coordinators

1. On-site supervision.
2. Service is provided in large groups which does not solve individual district problems.
3. No assistance in Milwaukee County regarding Chapter 220.
4. Title I doesn't have qualified consultants.
5. More uniform integration of guidelines. Too many people in fiscal area and not enough people in program assistance.
6. Fiscal control/fiscal bureaucracy is terrible.

"Important, unmet needs in the area of
SERVICES FOR THE HANDICAPPED"
as listed by CESA Coordinators

1. More general consultative help in the field.
2. Field supervision to deal with Chapter 115 Wisconsin and 94-142 & 504 cannot reach.
3. More consultants needed.
4. Little done by nursing specialists.
5. Promote programs for multi-handicapped through CESA.
6. More staff for field work.
7. All needs are met except by K., P., S., who are weak and/or arbitrary, and/or will not get out into the field.
8. Some staff are overloaded.

"Important, unmet needs in the area of
STATE FINANCIAL AIDS"
as listed by CESA Coordinators

1. No little direct help is available when needed, just group discussion and telephone.
2. Insufficient number of staff able to answer questions or give competent advice on financial matters.
3. Don't have any auditors. Requiring an audit by CPA would be preferable, would eliminate DPI role and be more thorough.
4. Could have staff to serve schools through more on-site visit.
5. New cost accounting system is a great advancement.
6. Funding for CESA.
7. Categorical are not paid on time.

"Important, unmet needs in the area of
SERVICES FOR LEA ADMINISTRATION AND FOOD SERVICES"
as listed by CESA Coordinators

1. Need help from consultants in area of food purchasing and inservice.

2. Director for Reorganization Services and Direct CESA services are very tight. Both areas need expansion.

3. We need at least at best all seven of the DPI staff now employed for CESA's - aides and school lunch.

4. Remodeling facilities to meet standards for handicapped could be a consultant or study service thru DPI & CESA.

5. No system of communicating ideas/information on how two or more districts can share resources and personnel.

6. Last Budget revision curtailed staff here.

"Important, unmet needs in the area of
TECHNICAL SUPPORT SERVICES TO DISTRICT"
as listed by CESA Coordinators

1. Field consultancy.
2. There is no effort to coordinate computer service regionally.
3. Searches have to be done at a CESA or local district level.
4. Manpower.
5. Services of the State Superintendent of Public Instruction
   a) Develop department policy concerning CESAs and see that it is implemented
   b) Provide CESAs with a proportionate share of Federal funds
   c) Place consultant staff in multi-CESA locations to service local districts on a regional basis
   d) Meet monthly (at least 4 to 6 times per year) with all coordinators as a group to plan policy, legislation, dissemination, etc. This is practice in some of the other states with regional units. The CESA is a natural arm of the State Superintendent's office.
   e) Strong leadership, staff and financing from the State Superintendent's office is vital.

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